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ABSTRACT

This is one of a series of curriculum guides designed to assist bilingual teachers to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other students whose native language is Spanish. It is felt that an effort should be made to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move to more difficult materials when the child is ready. Skills are suggested at given grade levels to provide a logical sequence of skill development. The overall focus of the curriculum guides in the series is on Puerto Rican history and culture. The present guide is for language arts instruction at the second grade level, and is divided into eight units: (1) Myself; (2) My School; (3) My Family; (4) My Home; (5) My Community; (6) Transportation; (7) Communication; and (8) Animals. Each unit is further divided into skills which combine the topic of the unit with basic concepts that the child must master. Activities for each skill are suggested. A vocabulary list is provided in each unit, and the guide is illustrated with black-and-white drawings. (CFM)

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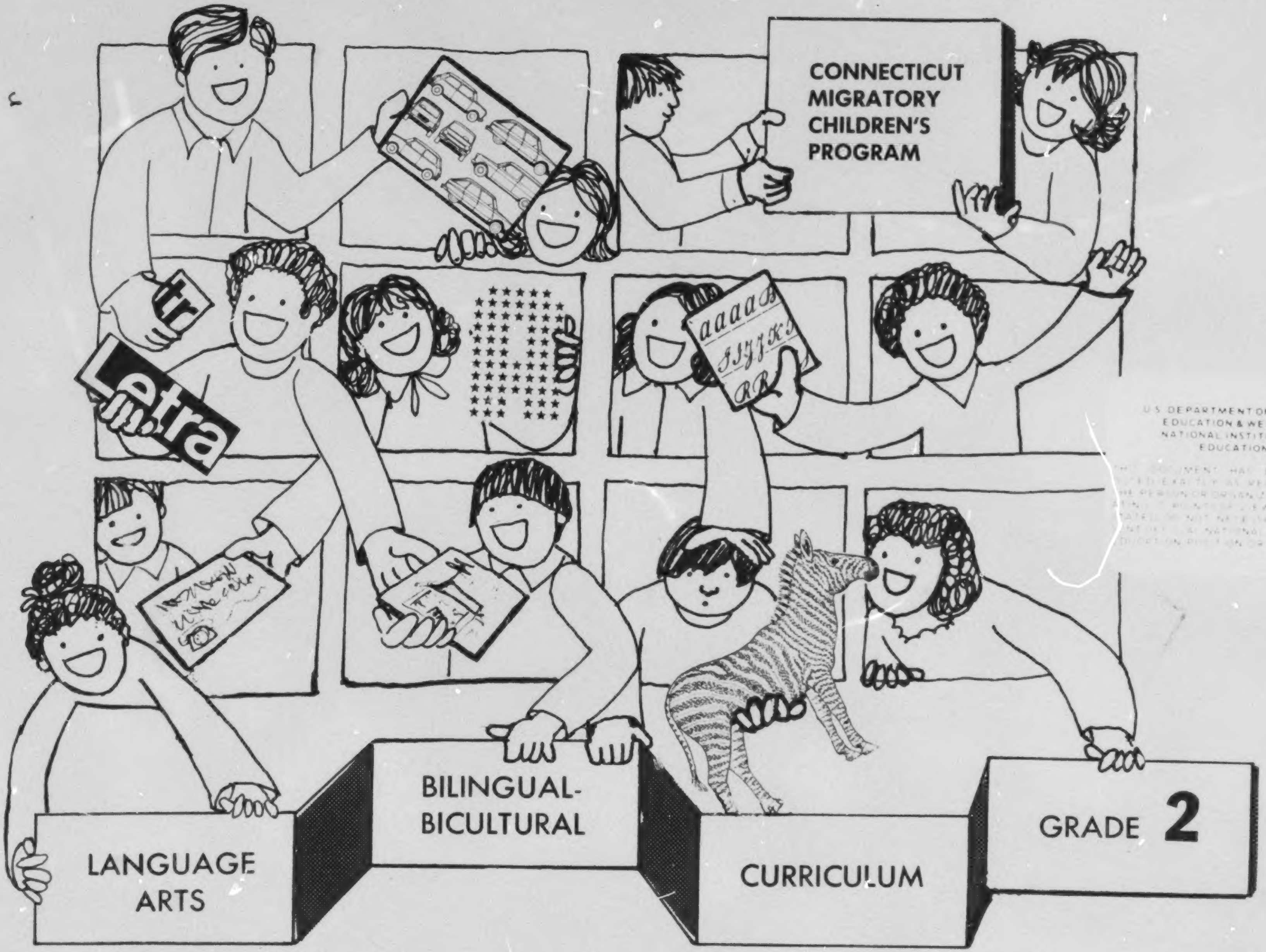

CONNECTICUT MIGRATORY CHILDREN'S PROGRAM

LANGUAGE ARTS BILINGUAL-BICULTURAL CURRICULUM GRADE 2

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

Language Arts Bilingual-Bicultural Curriculum For Grade 2 is one of a series of curriculum guides. When the series has been completed there will be guides for pre-school through grade three students in the areas of social studics, language arts, science, and mathematics. The purpose of these guides is to assist bilingual teachers in their efforts to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other students whose native language is Spanish. In utilizing this curriculum guide it is important to be aware of the philosophical and instructional principles which were central to their development.

First, although the guides contain skills which are commonly considered appropriate to specific grade levels and activities which will facilitate the development of these skills, it has never been assumed that there is a single norm of achievement for all children at a given grade level. There should always be an effort to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move on to more difficult materials only when the child is ready. This is especially true for students who have had their schooling interrupted and disrupted by a migratory experience. The purpose of suggesting skills at given grade levels is simply to provide a logical sequence of skill development. Teachers must be sensitive to differences between children.

Second, the focus of the curriculum for pre-school and kindergarten children is on developmental concepts. In the guides for grades one through three the focus is on social studies concepts and other curriculum areas--language arts, science, mathematics--are related to the social studies content. The overall focus of the curriculum guides is on Puerto Rican history and culture. Placing the development of language arts, mathematics and science skills within the context of the experience and social identity of the child enhances motivation to learn.

Third, the instruction program should make every attempt not to confuse children through simultaneous use of two languages. Nevertheless, a major effort should be made to provide common reference points for instruction in Spanish and English. Instructional methodology should have the English learning program "keyed" to the teaching that takes place in Spanish. The concepts and vocabulary taught in English should whenever possible be closely related to concepts and vocabulary which have already been learned in Spanish. In this way new materials which are being introduced in English will have solid conceptual structures with which to be associated--conceptual structures which have already been established adequately in the learner's native language.

FORWARD

This curriculum guide has been prepared by the Connecticut Staff Development Cooperative for the Connecticut Migratory Children's Program and the Connecticut State Department of Education. The preparation of this guide has been accomplished by a variety of people including the following:

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6 Program, 800 Dixwell Avenue, New Haven, Connecticut, or the Connecticut Staff
Development Cooperative, 1450 Whitney Avenue, Hamden, Connecticut.

Robert S. Avery, Ph.D.
Director
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Basic Principles For Learning To Read

In the writing of this curriculum guide certain principles were considered important and basic to the approach used. These principles are based on the assumption that the acquisition of reading skills can best be accomplished through activities which focus on the experience of the child. These principles are:

1. *Reading is a complex process in which the whole human organism is involved.*

   Learning activites cannot ignore the social, physical, psychological, and intellectual environment of the child.

2. *Reading requires the association of our experiences with the materials that are going to be used.*

   Teaching requires a knowledge of the things that the child is familiar with.

3. *Effective reading requires the development of attitudes, skills and abilities and the acquisition of knowledge.*

   In learning to read the child should be prepared to participate in various curriculum areas.

4. *Reading skills should be obtained in a functional form.*

   The content of reading activities should be such that the content will be experienced and reinforced outside the classroom--especially in the home.

5. *Each experience that the child lives is an opportunity to develop reading skills.*

   The teacher should be continually searching the child's environment for any opportunity for materials that will expand and reinforce the learning of reading.

6. *There is a reciprocal relationship between reading and the total development of language.*

   All aspects of language arts, such as public speaking, dramatic arts and writing, will expand the child's preparation for reading, and reading will facilitate participation in other language arts.

7. The learning of reading is an individual process.

   Orient the child toward reading those kinds of materials in which he is interested.

8. Children learn to read at different rates.

   Attempting to force a child to learn to read more rapidly than he is physiologically inclined can do more damage than good.

9. The teaching of reading requires an enriched environment and curriculum materials.

   Bring stimulating materials into the classroom, such as newspapers, magazines and advertisements.

The introduction of learning activities in this guide will incorporate four keys which facilitate initial reading processes. The first is the configuration key. This skill will help the child in word recognition. This involves the picture that the child will have of a word prior to instant association of meaning. The child can recognize the pattern of letters in a word, whether the letters are high or protrude below a line. They can recognize the sequence of shapes in a word and begin to associate these with oral pronunciation and meaning. A second would be the structural key in which the child can recognize small words with which he is already familiar in larger words that are being introduced.

Third is the contextual key. In this approach the child can read a sentence in which all the words are familiar to him except one new word that is being introduced. By knowing the words which form the context for the new word, the child will be able to guess the meaning of the new word. Finally, there is the phonetic analysis key. Beginning with sight vocabulary with which the child is very familiar, vowel-consonant combinations are broken down into simple syllabic units. Total words with significant meaning should be used for breaking into syllable units for learning phonetic analysis.

LANGUAGE ARTS

BILINGUAL - BICULTURAL CURRICULUM FOR GRADE 2

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SKILL A: Is Able To Aurally Identify Surrounding Sounds And Voices And To Reproduce Them Orally.

VOCABULARY: Listening, sound, location, identify, noise, music, instrument, clapping, banging, slapping, quiet, stomping, breathing.

First Activity For Skill A	The children will play the game, "¿A quién oigo?" They will all close their eyes and the teacher will touch one of the children on the head. That child will stand up and say a word aloud. The rest of the children will try, without opening their eyes, to identify who spoke. Sometimes, the teacher can take a turn saying a word. The game can be made more complicated by the teacher selecting three children, who will talk in sequence. The other children will then try to guess who talked, in what sequence, and to remember what each one said.
Second Activity For Skill A	The children will play the game, "Where did the voice come from?" The children will sit in a circle in the middle of the room and, with their eyes closed, will wait for the teacher to select one player. This player will say a word aloud from different positions in the room. The children will try to identify who talked and from where, and whether the voice came from near-by or far away. The same activity can be done with different musical instruments.

Third Activity For Skill A

The children will play, "Adivina, Adivinador," a guessing game. They will learn to recognize and identify the sounds that they can produce with their own bodies. Some sounds that they can make and identify for auditive memory are:

Counting the amount of times they clap their hands.
Making a fist and hitting the other hand with it.
Snapping the fingers.
Jumping.
Skipping.
Walking, stomping feet.
Coughing.
Breathing heavily.

The teacher can stimulate the children to listen very carefully to all the sounds they make, commenting, for example, "Well, let's listen very closely," "It's getting more difficult," etc.

Fourth Activity For Skill A

The children are invited to be very quiet in order to listen to and identify the sounds they hear being produced inside the classroom, around the school, outside in the street, and from other buildings. They will close their eyes and concentrate on a sound, then they will take turns trying to identify and explain the sound they heard. The teacher will tape cards on the blackboard which illustrate drawings and silhouettes of most of the things that could produce the sounds the children heard. They will make the association and then they will classify the pictures in categories such as people, machines, tools, instruments, traffic, etc.

Fifth Activity For Skill A

The children will make drawings and paintings of the different objects and people which produce the sounds and voices in their environment. They will then indicate if the sounds came from near-by or far; if they were soft or loud.

SKILL B: Is Able To Aurally Identify Words That Rhyme.

VOCABULARY: Rhyming, consonant, initial, ending, final, substitute, replace.

First Activity For Skill B

In this auditory activity the children will play a game where they substitute the initial consonant of words with another consonant to make a word that rhymes with the first. The teacher will say, for example, "VUELO" and the children will say, "SUELO," or ""LLEGAN" to "PEGAN." The teacher will also start a sentence that contains the first word and the children will complete the sentence by using the word which rhymes with the first. For example,

"El avión no está en VUELO porque"....."no se levantó del SUELO."

or "Cuando ellos LLEGAN"....."siempre nos PEGAN."

Second Activity For Skill B

The children will play a game with words that have rhyming endings. One of the children will be the leader and he will say to the rest of the group,

"I end in "ado," can you guess who I am?"

One of the players takes a turn and asks,

"Eres tú comprado?"
"No, no soy comprado" answers the leader.

If, for example, the word is "tomado," the player who guesses it correctly becomes the leader. The teacher will encourage the children to use full sentences in questioning and answering.

Third Activity For Skill B

The teacher will prepare a series of cards with printed words that have the same ending: barro, carro, marro, jarro. Then the teacher will prepare riddles, for example:

> "Mi nombre es CARRO. Cambia un letra inicial y obtendrás algo que se usa para hacer tiesos." (BARRO)
>
> and "Cambia la letra otra vez y tendras algo en que echar agua." (JARRO)

The children will look through the cards and the one who finds the right word to answer the riddle will write it on the blackboard.

Fourth Activity For Skill B

Rhyming Riddles: The teacher will start the game with a riddle:

> "Rimo con cajón, tu te sientas en mi.
> Quien soy?" (sillón)

The child who answers the riddle can try to make up a riddle himself. The teacher will provide that child with a list of rhyming words to choose from, for example: pantalón-cajón-sillón; techo-pecho-hecho; río-frío-tío.

SKILL C: Is Able To Aurally Identify The Sounds Of Vowels, Consonants And Different Syllabic Combinations In Words.

VOCABULARY: Vowel, consonant, syllable, rhythm, accent, combination, identify, discriminate, name sound, pants, shoes, shirt.

First Activity For Skill C	The teacher will review the auditory identification of the vowel and consonant sounds using the names of the children and objects familiar to them. For example: "A" is for: Ana, Arturo, aro, amigo, escuela, merienda, mapa "M" is for: Maria, merienda, mapa, amigo, empeño. The children will be grouped by sounds. One group will be in charge of recognizing vowels and the other consonants. The group that recognizes the greatest amount of words containing their sound will be the winner.
Second Activity For Skill C	The teacher will show the children how to play the game, "Como suena mi nombre." The teacher will clap his hands or use an instrument to call each child's "name." The idea is to sound the syllables and rhythm in each name. For example: Ma-rí-a (three claps; the second is stronger)

This game should be used during the school year to encourage auditory discrimination of new words as they are introduced. The children should be able to discriminate stronger syllables. The same should be done with familiar objects, such as: "lapiz"-- lá-piz and "libreta"-- li-bre-ta.

Third Activity For Skill C	The children will practice the discrimination of special letter sounds and phonetic combinations such as: brío, crío, mío, frío; yema, lleva, llama, ya va.
Fourth Activity For Skill C	The children will play the game of "Loteria de Sonidos," a lottery of vowel sounds. Four children will play at one time with a set of forty cards. Each card will have printed on it a word that contains a vowel sound. For example: sal, dar, ver, son, lobo, cama, con, etc. Each player starts "singing" one of the words on his cards to the rest of the players. A player who has a card with a word that contains the same vowel sound as in the word that was sung becomes the singer of a new word. If none of the players has a card with that vowel sound, the leader takes another card from the center of the table and "sings" it.
Fifth Activity For Skill C	The teacher will prepare cards with the names of things the children can buy in stores printed on them. For example, "saco, pantalón, medias, camisas, sombrero, cartera, gorra" etc. One of the children will pass the cards to the other children and then he will ask:

"Who has bought something that starts like "camisa?" 27

26 The player who has a card with the word that starts with that consonant answers the question:

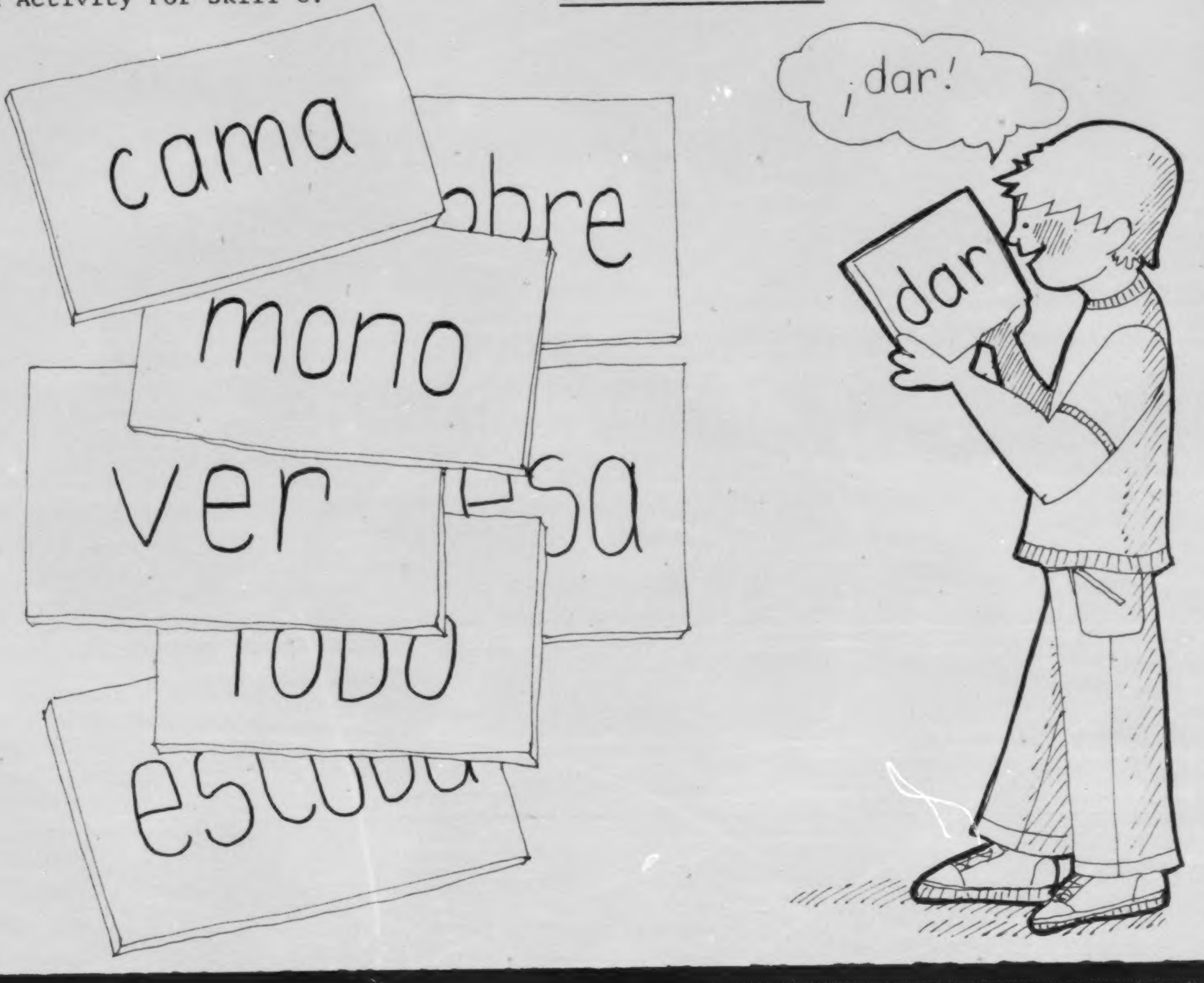
"Yo compré una cartera."

This player puts his card in a "shopping bag" and at the end of the game each player reads to the others his "shopping list."

Sixth Activity For Skill C

This game can be played by four or five children. It is called "The Mailman." The teacher will prepare picture cards with words printed under the pictures. Each card will have on it a word beginning with one of four different consonants. The children should be familiar with these consonant sounds. One of the children will be the mailman and he will carry all the cards, which should be divided according to the beginning consonant sound. The mailman will knock on the table and one of the players will ask, "Who is there?" "Oh, it is the mailman. Let me in." The player will then ask, "Do you have a (pescado) for me?" (The word that the player uses will start with one of the consonants that the mailman has in his bag.) The mailman gives to the player a card with a picture and word that starts with the same consonant (pantalón). If the mailman makes a mistake and confuses the sound of the consonant, he loses his turn as mailman. If the player makes a mistake and calls for something that doesn't begin with one of the consonants in the mailbag, the mailman will say, "No, I don't have anything for you today, I only have zapatos, palos y herramientas." (He will name words that start with the consonants selected to be in the mailbag.)

Fourth Activity For Skill C: "LOTERIA DE SONIDOS"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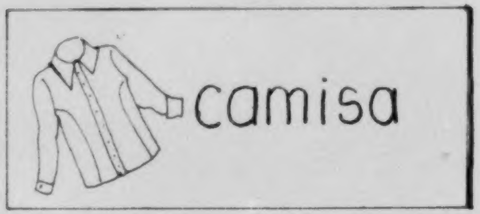
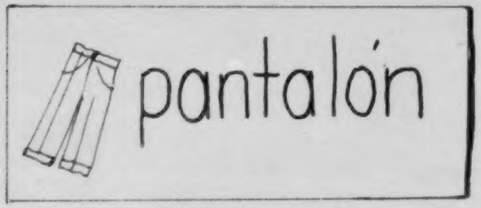
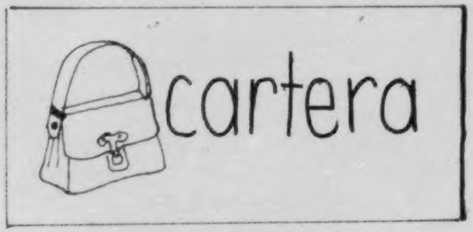
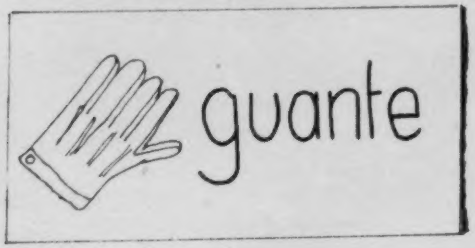
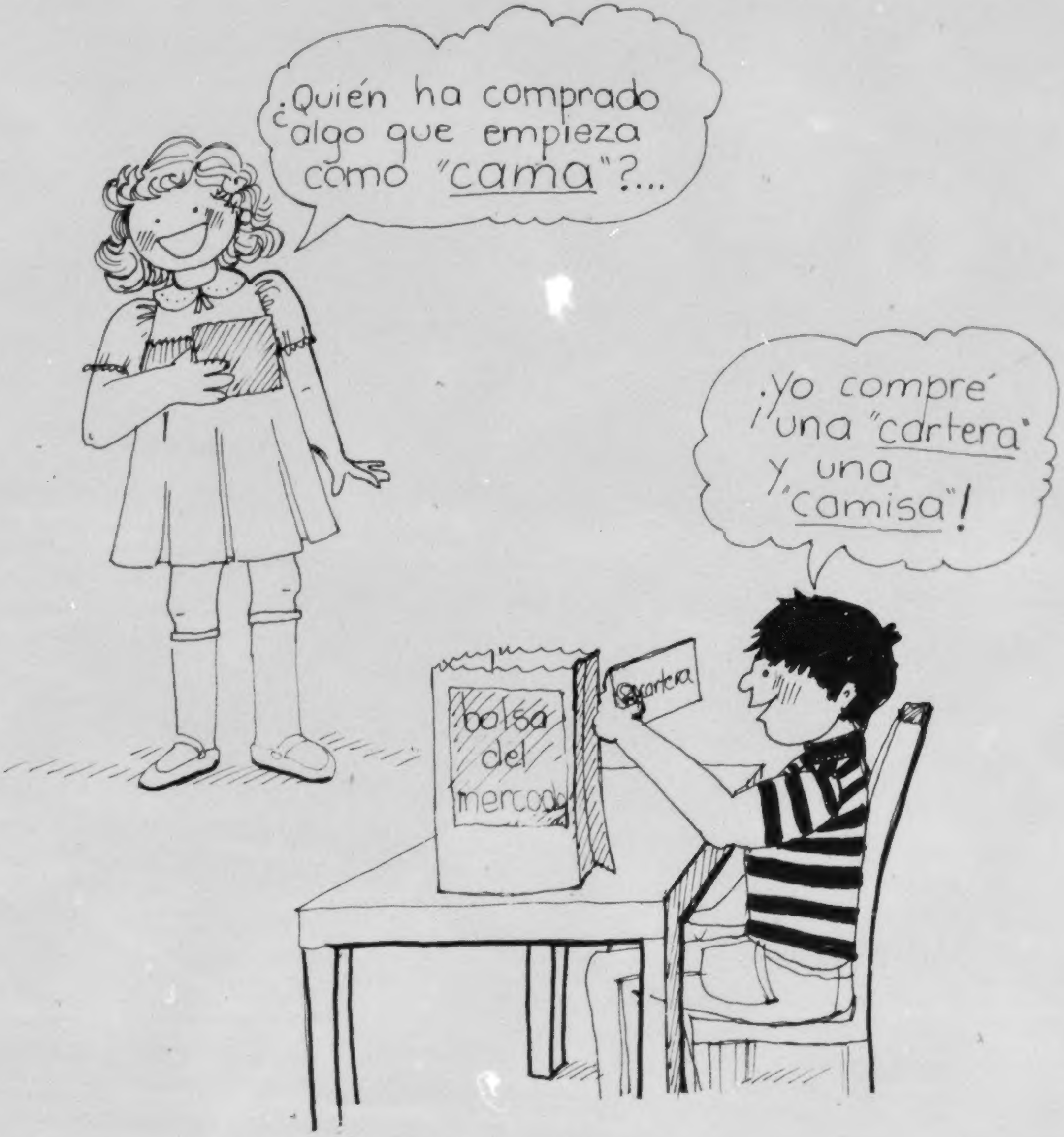
Fifth Activity For Skill C:



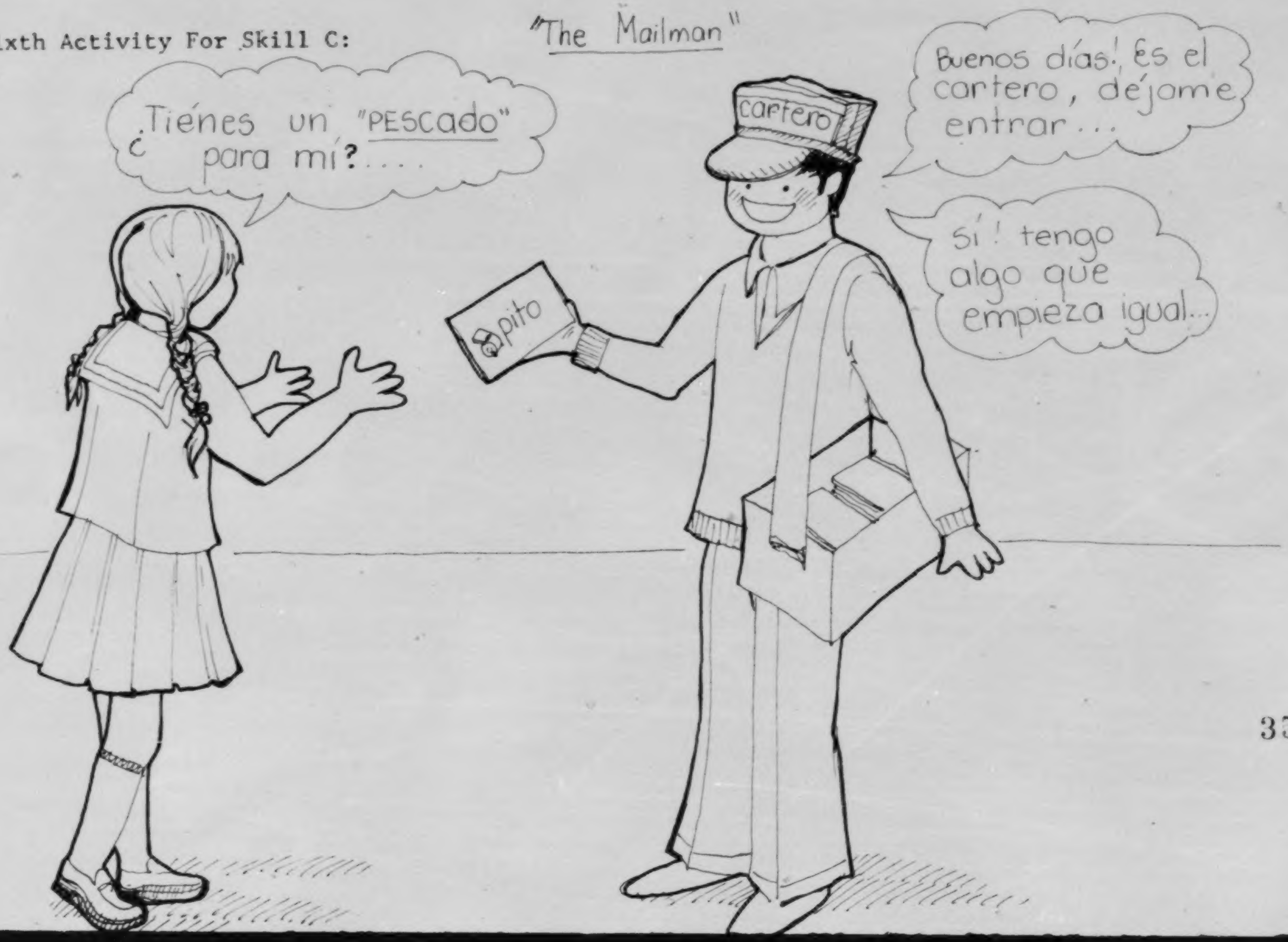







¿Quién ha comprado algo que empieza como "cama"?...
¡Yo compré una "cartera" y una "camisa"!
bolsa del mercado
cartera

Sixth Activity For Skill C:

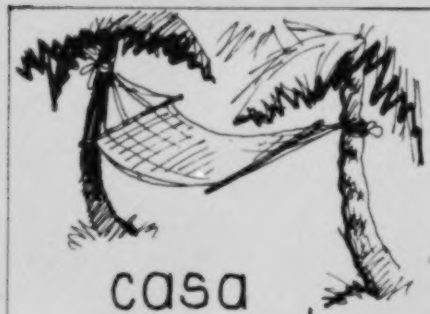

"The Mailman"
¿Tiénes un "PESCADO" para mí?....
Buenos días! Es el cartero, déjame entrar...
Sí! tengo algo que empieza igual...
cartero
pito

SKILL D: Is Able To Correctly Pronounce The Particular Sounds Of Each Letter And Its Variations, Depending On Its Position And Combination In The Word.

VOCABULARY: Pronounce, pronunciation, describe, sounds, variations, combination.

First Activity For Skill D	The teacher will prepare duplicated sheets of an exercise for auditory and visual discrimination of words that contain the consonant sounds c,m,p,s, and t at the beginning, middle and end of the word. There will be three words in each column. At the top of each column there will be a drawing that represents only one of the three words. The children will read the three words and underline the one that describes the picture above.

First Activity For Skill D:



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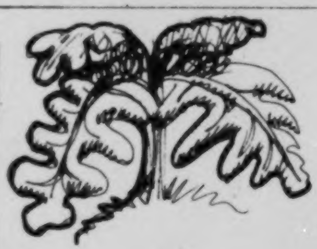

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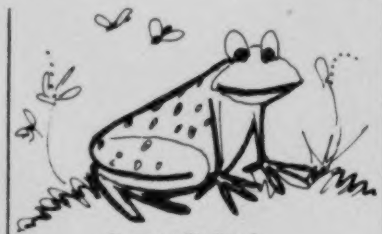

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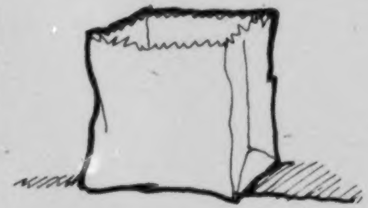

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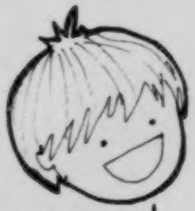

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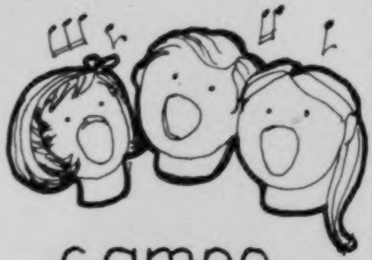

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cantamos
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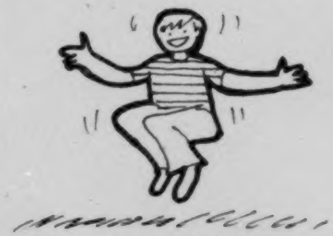

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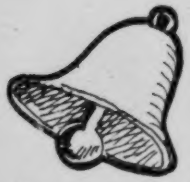


columpio
perro
campana

SKILL E: Is Able To Determine The Feminine, Masculine, Singular, And Plural By The Ending Of A Word Or By The Preceding Article.

VOCABULARY: Feminine, masculine, singular, plural, article, preceding article, hair, neck, nose.

First Activity For Skill E

The teacher will read aloud a list of words and the children will determine if the words are feminine or masculine.

a. By their ending or other characteristic:

Masculine	Feminine
zapato	camisa
pelo	cartera
cuello	nariz

b. By the preceding article:

el pantalón	la mano
el abrigo	la regla
el trabajo	la merienda

Second Activity For Skill E

The teacher will prepare two empty boxes, one labeled "masculino" and the other labeled "femenino." Then the teacher will give each child a package of several cards with drawings of clothes they wear, foods they eat, and things they like. The children will pick a card, say the word aloud using the corresponding article, and place it in the appropriate box.

Third Activity For Skill E

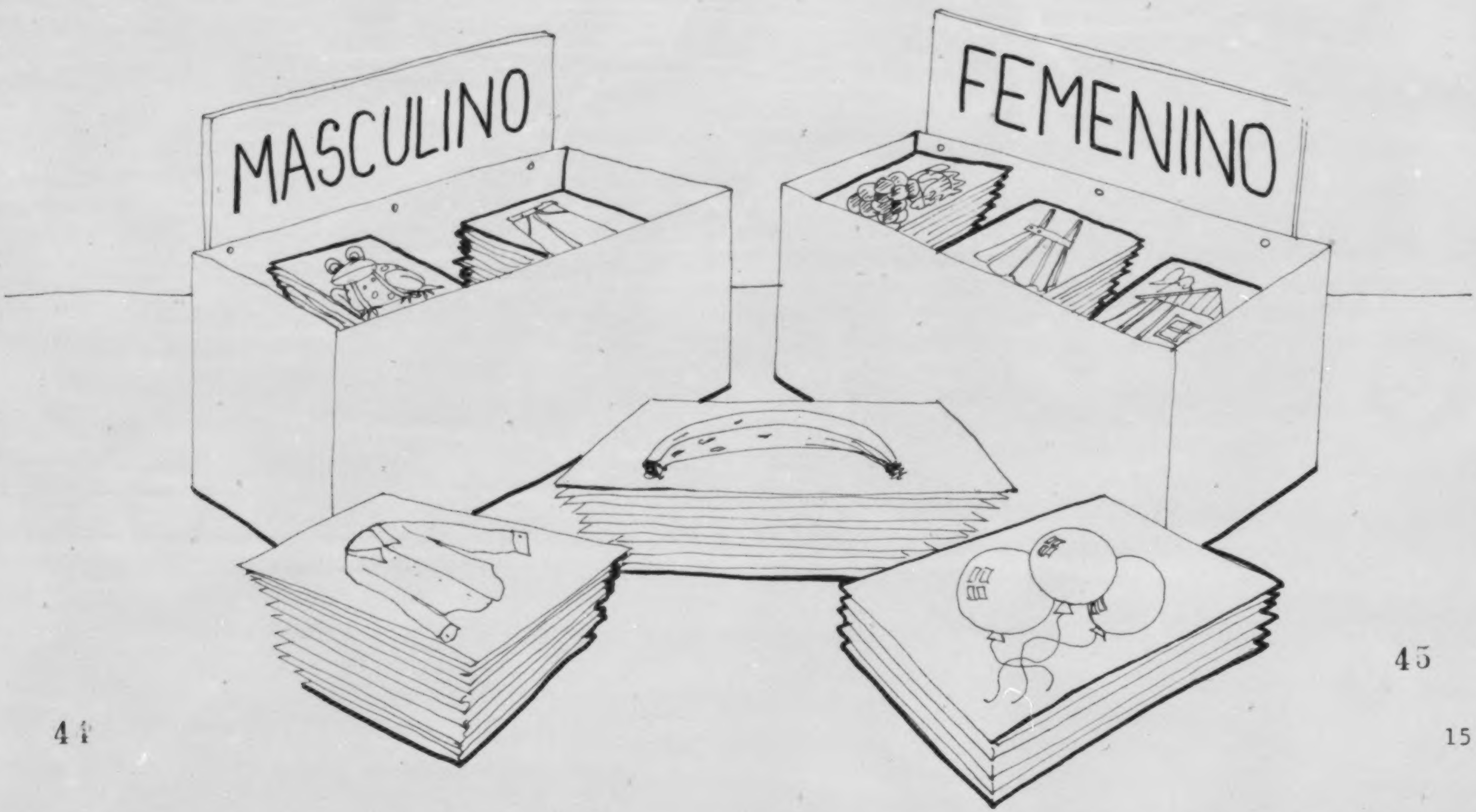
The teacher will write short rhymes on the board and read them to the children. Then the children will take turns changing the rhymes from the plural to the singular and vice versa. For example:

"Cien varillitas
en un varillar,
ni secas, ni verdes
se pueden contar."

The child will change this to:

"Una varillita
en un varillar,
ni _____, ni _____
se _____ contar."

Second Activity For Skill E:


MASCULINO
FEMENINO

SKILL F: Is Able To Understand, Determine, And Use The Appropriate Intonation When Expressing A Plea, Affirmation, Command, Question, or Exclamation.

VOCABULARY: Intonation, plea, question, command, affirm, order, affirmation, exclamation, facial expression, tone, loud, soft, humble, forceful, happy, tired, insecure.

First Activity For Skill F

The teacher will provide examples of how a sentence can express different situations by changing just the intonation and facial expression. For example:

¡Terminé mi trabajo! (contento)
¡Terminé mi trabajo! (cansada)
¿Terminé mi trabajo? (insegura)
¿He terminado mi trabajo? (pregunta)
Tengo que terminar mi trabajo. (ruego)
Por favor, quiero terminar mi trabajo. (ruego)

The children will use the change of intonation and facial expression to dramatize different situations. The teacher will correct for appropriate responses.

Second Activity For Skill F

The teacher will write an order or command on the blackboard. For example:

"Construye una casa con los bloques."
"Camina ligero."
"¡Párate, por favor!"

The children will take turns reading the phrase and executing the action.

SKILL A: Is Able To Make Oral Expressions With Originality, Spontaneity And Ease.

VOCABULARY: Express, grammar, oral expression, communicate, personal experience, spontaneous, original, proper, comfortable, synonyms, exhibition, crayons, clock, desk, blackboard, tools.

First Activity For Skill A

The teacher will provide a special time period during which the children can share and communicate particular things from their own experiences. It is important that the children feel comfortable with the use of the language. Everyday the children can share happenings of the previous day. The teacher will provide the children with sufficient synonyms to enrich their vocabulary. The teacher will correct the grammatical use of words and give examples of effective oral expression.

Second Activity For Skill A

The teacher will introduce stories containing words with new phonetic difficulties other than the ones learned in first grade. She will read the stories aloud, writing the new words on the blackboard as she comes to them. This exercise will help the children develop better auditory discrimination. The stories can contain words like:

exibición, vacaciones, crayolas, pichoncitos, pizarra, borrador, herramientas, inteligente, relój, escritorio, biblioteca, secretaría, calendario, superintendente, figuras geométricas, conserje, comedor escolar, cocinero, salón bilingüe, maestra bilingüe, exámen.

Third Activity For Skill A

"Telling a Story in Colors." The teacher will prepare a series of cards with the name of a different color printed on each of them. She will distribute one or more cards to each player. Then the leader will stand up and orally begin a make-believe story related to the color printed on his first card. Each player will take a turn standing up and adding to the story, using the color printed on his card. When the whole group is standing up, it is the leader's turn again to add to the story. When he finishes his part, he sits down. The rest of the children will take turns again, sitting down after telling their part of the story. When the story comes to an end, all the children should be sitting down. For example:

Leader (rojo) "Una vez el color rojo quiso ver como se veían todas las cosas pintadas de su color. Salió por la escuela y tiñó todo lo que a su paso encontro hasta que la escuela quedo toda roja.y........."

Player (verde) "mientras hacia su tarea, encontró a su hermano, el color verde. Este que no quería desaparecer convenció al rojo para que lo dejara seguir siendo parte de los árboles, las flores, la gramilla y yerba que crecen alrededor del patio de la escuela y..."

Player (azul) ..."cuando asi hablaban el rojo y el verde llegó el azul que era también amigo......................."

SKILL B: Is Able To Use A Relevant Vocabulary When Making Oral Expressions.

VOCABULARY: Vocabulary, definition, meaning, classify, self expression, pencil, pen, crayon, scissors, glue, string.

First Activity For Skill B

The teacher will introduce a new word to the children everyday to develop a better vocabulary. The word will be written on the blackboard and an explanation of its meaning will be given along with its use in the context of several phrases and paragraphs. Many of the words will be related to all the new things and happenings in the childrens' school-life.

Second Activity For Skill B

The children will make a small personal dictionary. They will try to organize it alphabetically and keep it updated with new words learned or heard. The children will put together a booklet using regular construction paper. On each page they will print a letter of the alphabet. Underneath they will paste strips of lined paper on which they will write the new word and a small explanation of its meaning. When a child is corrected by the teacher in the use of the language he will write all the synonyms given by the teacher in his book under the correct letter. When correcting a child the teacher should say, for example, "Well, we can also say that in a prettier way," or "Maybe you can use this other word also."

Third Activity For Skill B

The teacher will provide the children with two empty shoe boxes and 5x8 index cards. Every time a new word is learned one of the children will write it on a card and illustrate it with drawings, magazine cut-outs, or pictures. The index cards will be arranged alphabetically in the boxes.

Fourth Activity For Skill B

The teacher will select groups of objects familiar to the children such as toys, pencils, books, etc. and they will be arranged on top of a table. Each object will be labeled with its name. On another table the teacher will place three large pieces of oak-tag, each piece having written on it a short phrase that explains the use of one group of objects in general. Underneath this title the teacher will draw small circles and under the circles a short phrase will explain what that specific object does. The children will go to table one, pick up an object, read the name on the tag, walk to table two, read the titles of the three posters, pick the correct one, and place the object in the circle that describes that particular object.

For example, on table one there are:

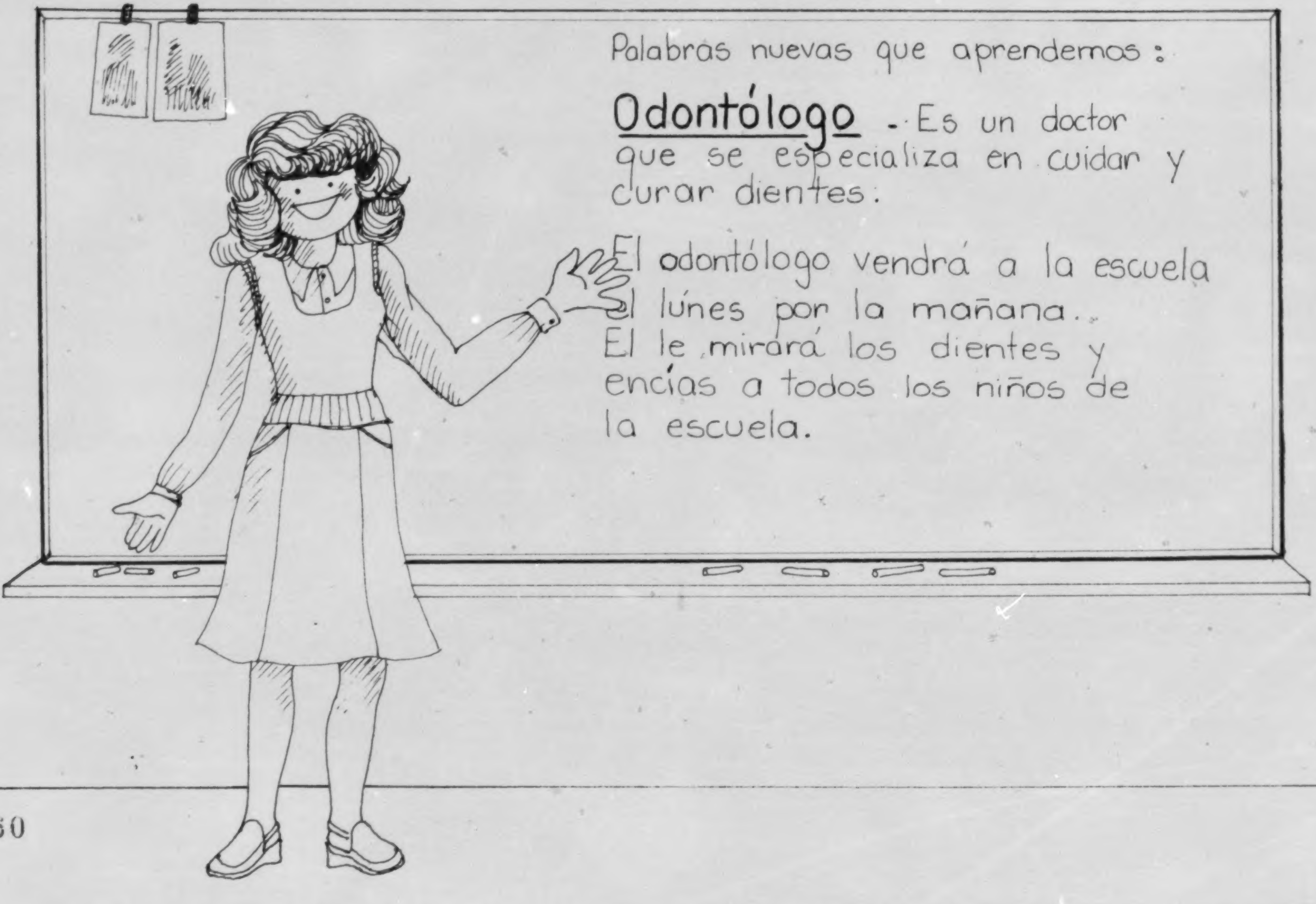
pencils
pens
crayons
scissors
glue
string
rice paper
sticks
fabric scraps
needles
thread
patterns

On table two there are three large oak-tag posters. On one poster is the phrase, "You need all these things to make a kite," and in one of the circles it says, "I help stick pieces of paper together." The children will proceed to classify all the objects.

Fifth
Activity
For
Skill B

Collecting pictures. The making of simple collections of pictures helps in the development of concepts and the classification skills so important to the development of a proper and rich vocabulary. There will be an area in the classroom dedicated to various resources for the children. It will be the "research center." On shelves the children will find several types of magazines (in abundance), construction paper, glue, scissors, and felt-tip markers. The children will search for material to illustrate a word, cut out the pictures, mount them on the paper, and write a short sentence describing the picture. These will be used for the children's personal dictionaries. Some of the classifications can be objects from the school, food, means of transportation, etc.

First Activity For Skill B: "INTRODUCING NEW VOCABULARY"

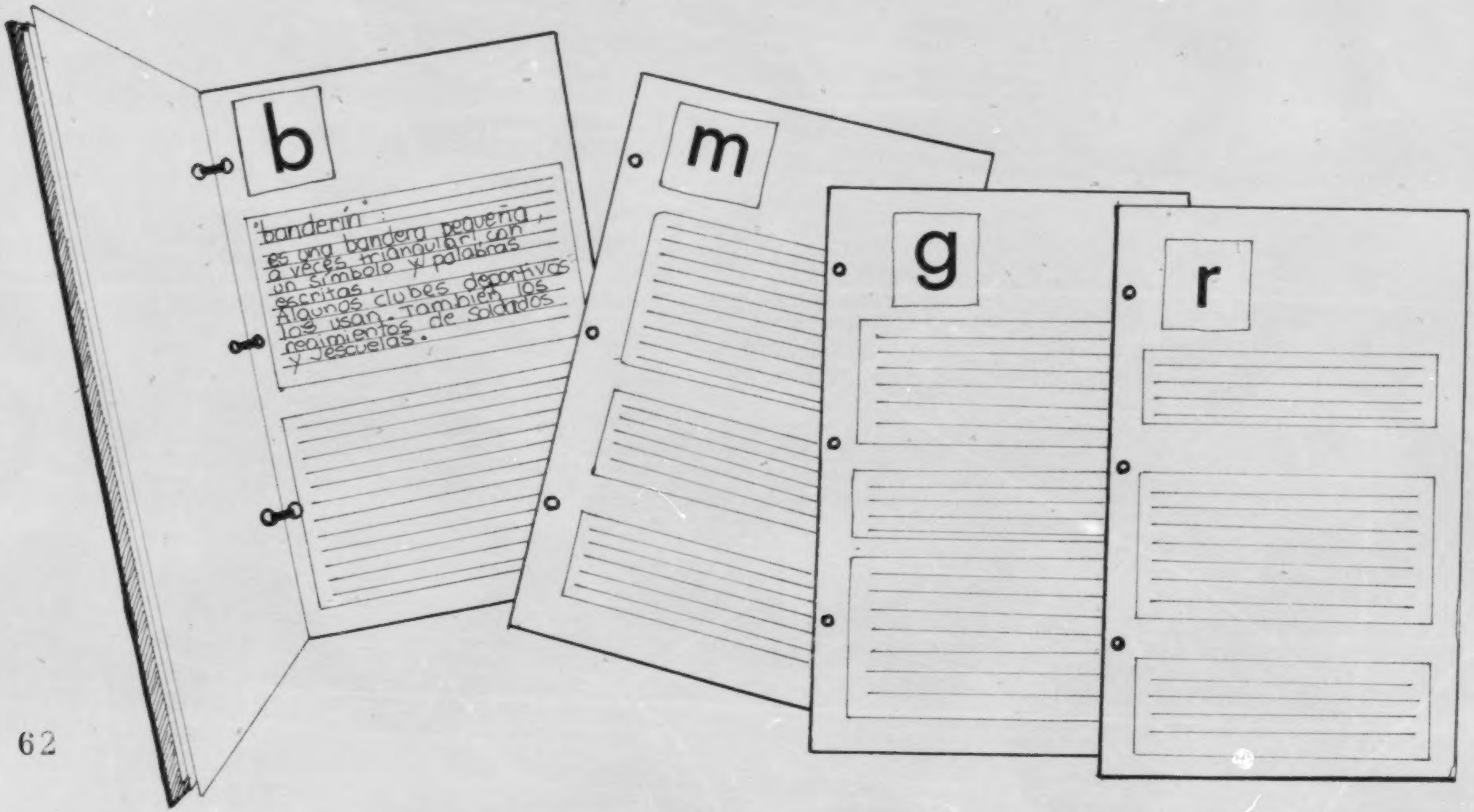


Palabras nuevas que aprendemos:

Odontólogo - Es un doctor que se especializa en cuidar y curar dientes.

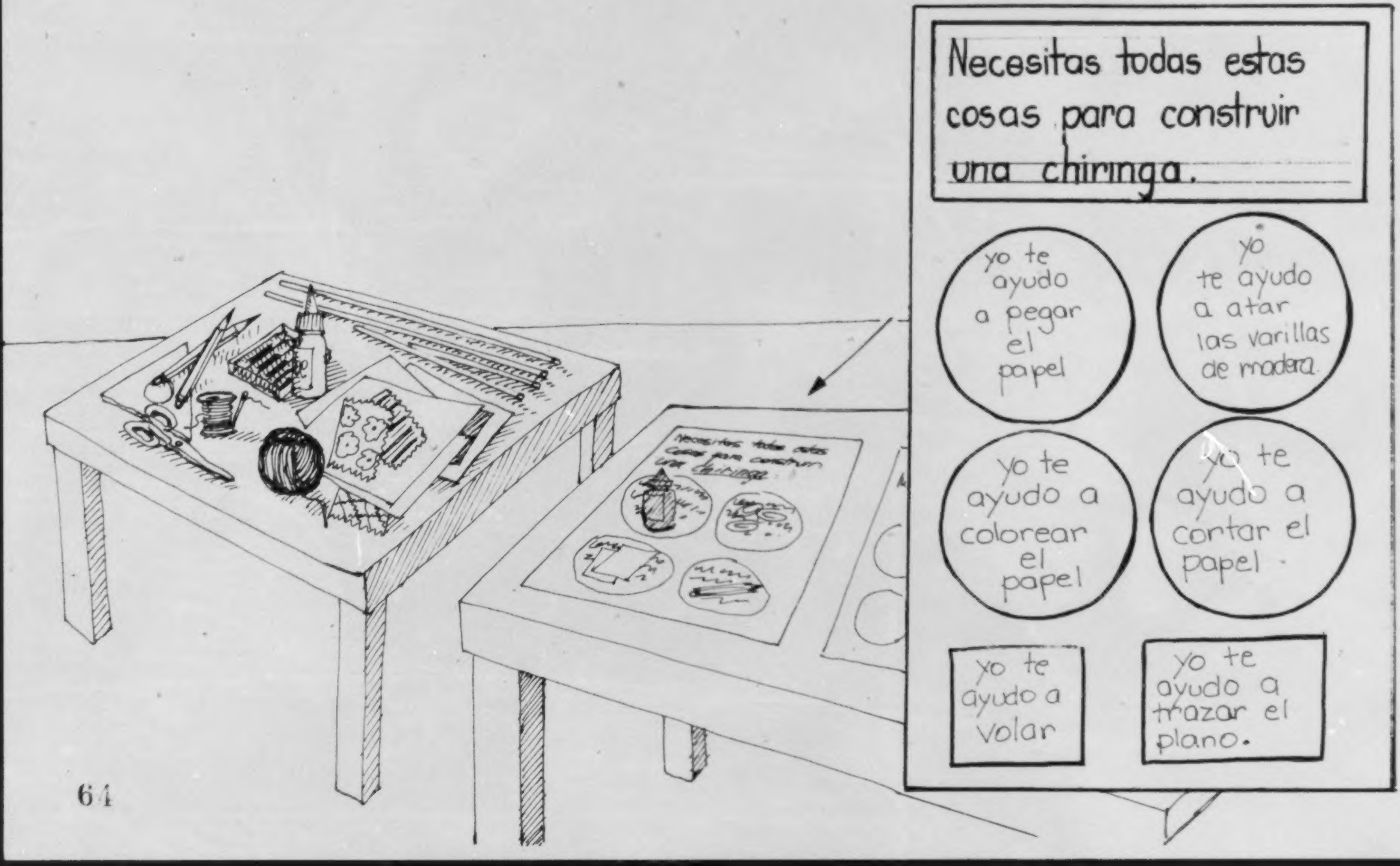
El odontólogo vendrá a la escuela el lúnes por la mañana. El le mirará los dientes y encías a todos los niños de la escuela.

Second Activity For Skill B:



banderín:
es una bandera pequeña,
a veces triangular con
un simbolo y palabras
escritas.
Algunos clubes deportivos
los usan. Tambien los
regimientos de soldados
y escuelas.

Fourth Activity For Skill B:



Necesitas todas estas cosas para construir una chiringa.

yo te ayudo a pegar el papel

yo te ayudo a atar las varillas de madera

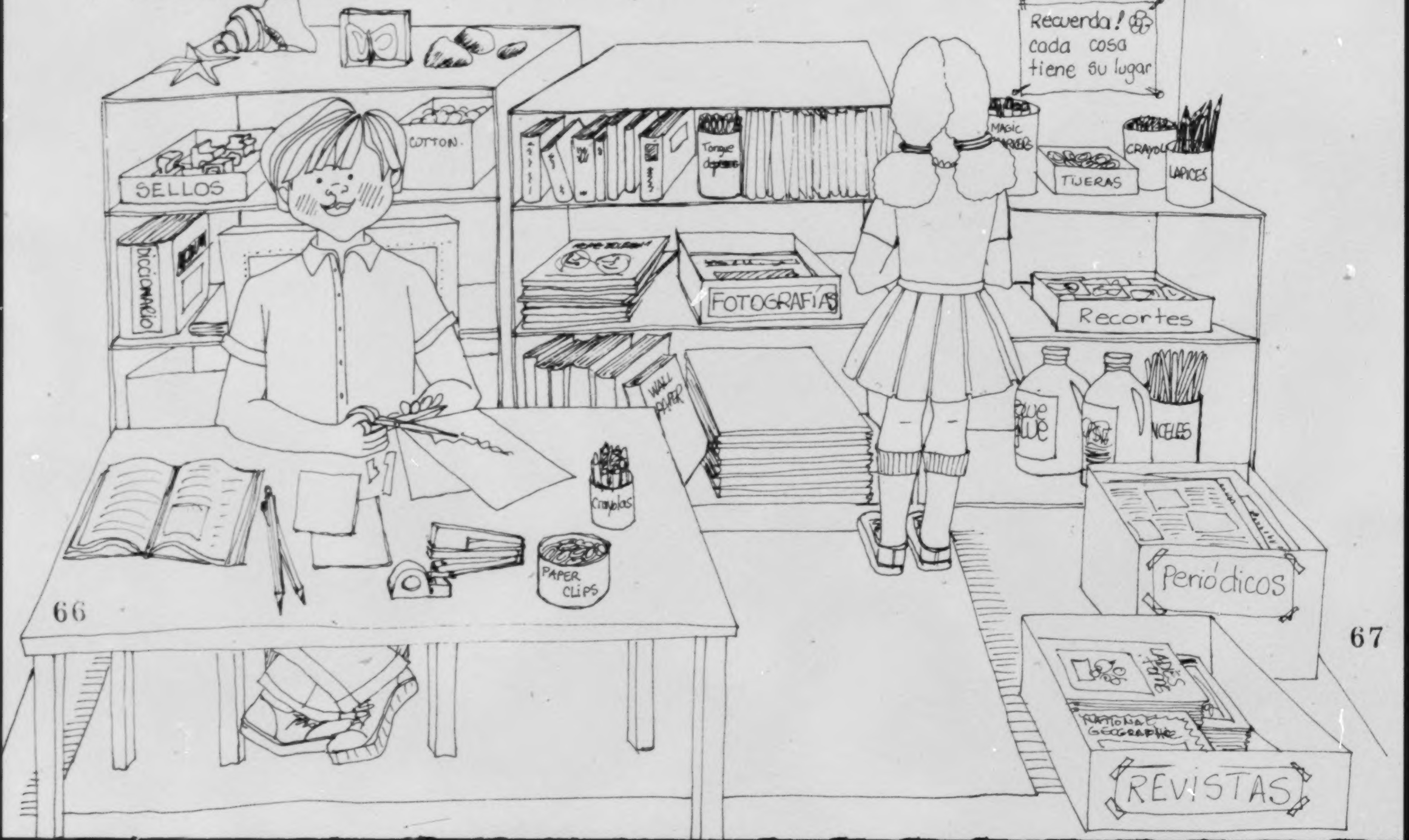
yo te ayudo a colorear el papel

yo te ayudo a cortar el papel.

yo te ayudo a volar

yo te ayudo a trazar el plano.

Fifth Activity For Skill B:


Recuerda! cada cosa tiene su lugar
SELLOS
COTTON.
DICCIONARIO
Tongue depressors
MAGIC MARKERS
TIJERAS
CRAYOLAS
LAPICES
FOTOGRAFIAS
Recortes
WALL PAPER
Glue
PINCELES
Crayolas
PAPER CLIPS
Periódicos
NATIONAL GEOGRAPHIC
REVISTAS

SKILL C: Is Able To Carefully Listen To Oral Instructions And To Follow Them.

VOCABULARY: Instructions, directions, sequence, order, pencil, pencil sharpener, paper.

First Activity For Skill C

One at a time each child will close his eyes and the teacher will give him five instructions to follow and carry out after he opens his eyes. The child will have to follow the same given sequence. For example:

> "Juanito, cuando tú abras tus ojos, ve a mi escritorio, toma mi lápiz, sácale punta, escribe tu nombre en este papel, y coloca el lápiz y el papel bajo tu silla."

SKILL D: Is Able To Express Ideas And Feelings In An Organized Way, Making Proper Use Of Everyday Vocabulary.

VOCABULARY: Oral, organized, narration, bus, time, on-time, late, early.

First Activity For Skill D

Each child will try to provide the rest of the class with an organized narration of what has happened to him since the time he left his house in the morning to come to school. The teacher will correct vocabulary usage in such a way as to avoid inhibiting the child. For example:

> " Cuando me desperté esta mañana, lo primero que yo hice fue bañarme, luego me cepillé los dientes, me vestí, desayuné y salí para la escuela.
> Como era un poco tarde y tenía miedo que la maestra me reprimiera, corrí mucho y cuando estaba llegando a la esquina de Trumbull St.,la guagua casí se iba. ¡Que miedo si la perdía!. Pero llegué a tiempo y la Señorita Ortíz me sonrió y dijo: Así me gusta, Ramoncito, has llegado a tiempo, te felicíto."

SKILL E: Is Able To Narrate A Series Of Happenings Using Fluent, Spontaneous And Correct Expressions.

VOCABULARY: Spontaneous, imagination, fluent, alarm, right back, right away.

First Activity For Skill E

The teacher will provide the children with a series of different themes, one of which they will choose to develop into an oral story. When each child has picked the topic he prefers to work with, he will study it mentally. If he likes, he may illustrate it. Then he will share it with the rest of the class. Some examples of topics are:

Some of the topics could be;

"Mi amigo y yo vamos al cine después de la escuela"
"Mi perro me siguió a la escuela"
"Alguien tocó la alarma de incendios"
"María y Luís deben ir al supermercado al salír de la escuela".

The topic that one of the children chooses could be developed into a story like this:

" María y Luís deben ir al supermercado después de la escuela. Su mamá les pidió que compraran azúcar y volvieran enseguidita a la casa porque ella va a preparar un bizcochito para la clase de María.

Al entrar ellos ven allí dulces de distintos sabores.
María dice, 'Quiero uno con sabor a piña y otro con sabor a china
y...uno más consabor a limón'. 'Y tú, Luís,que quieres?'.
'Ja,Ja', dice Luís, 'Me los llevaría todos.
'No,no',responde María,'Escoge uno solamente'.
'Bueno',dice Luís, 'Pues que sea el de sabor a coco'.
Los niños pagan por sus dulces y salen del supermercado.
En el camino a la casa María dice, 'Estos dulces son sabrosísimos
verdad Luís?!...
Pero Luís no le responde porque está pensando y de pronto dice,
'¡Ay, Dios Mio!, que nos hemos olvidado el azúcar que pidió Mami y...
nos hemos gastado todo el dinero en dulces.'

¿QUE PASARA AHORA? ¿Como hará Mami el bizcocho para la fiesta de la escuela?

The rest of the class will participate in the solution of the problem giving the story-teller some ideas of how to finish the story.
The teacher will use this opportunity to correct language usage.

SKILL F: Is Able To React Creatively To Auditory Stimuli Through Mimicry, Drawings, Drama, And Body Expressions.

VOCABULARY: Mimic, mime, drama, dramatize, body-language, movement, creative, self-expression, imaginary, eraser, bell, ring, book, read, page.

First Activity For Skill F

The teacher will suggest action sentences to a group of children. The children will try to represent the action through mimicry. Some of the suggestion sentences could be:

> "Soy un pizarrón todo escrito, quiero limpiarme con un borrador."
>
> "Soy la campana de la escuela, es la hora de salir y debo tocar fuerte."
>
> "Soy un libro de lectura, me lees y das vuelta mis páginas."

Second Activity For Skill F

The teacher will tell short stories about imaginary things related to school. The stories will suggest details of forms, colors, sizes, smells, and movement. These stories should be very exciting, giving the child a place for his own imaginative details. The children will have access to the art supplies to enable them to choose materials that they can express themselves most comfortably with.

Third Activity For Skill F

The children will construct tri-dimensional models with different objects, such as boxes, fabrics, straws, cups, soft materials, wood, clay, etc. The teacher will motivate the children with a story about things that grow and enlarge. As the story begins, the children will start constructing in the middle of the room. Little by little the structure should grow in all directions, using a variety of materials and forms. This activity could be left unfinished and always be there to grow.

Fourth Activity For Skill F

The children will produce their own play. They will plan the script and make their own costumes. The teacher will provide the children with short stories about school life which the children can dramatize. The teacher will allow the children to express themselves freely, allowing some silliness and experimentation. The group can put on a show for other classes and other members of the school staff.

Fifth Activity For Skill F

The children will learn to express thoughts and feelings through body movement and expressions. The teacher will induce the awareness of the body movement possibilities by giving the children clues to their being, such as:

> "You are an old desk and one of your legs is uneven. Everytime the teacher tries to write on you, you start rocking and when she tries to open the middle drawer, the left bottom drawer also opens."

or

> "You are chalk, white and fat; when I pick you up to write on the chalkboard you wiggle and riggle and make words and drawings."

SKILL G: Is Able To Select And Use Liason Words And Phrases That Give Meaning And Precision To What Is Said.

VOCABULARY: Library, patio, playground, lunch-time.

First Activity For Skill G

The children will play a game in which a child will start a sentence and the rest of the children will try to finish it. For example:

"Esta mañana fuí a la biblioteca ______________."
"Esta mañana fuí a la biblioteca para leer un libro."

Second Activity For Skill G

The teacher will write a series of liason words and phrases on one side of the blackboard as examples. Then she will say sentences that don't contain any liason words or phrases. The children will look at the examples on the blackboard and select the one that gives more meaning and precision to each of the sentences said by the teacher. For example:

"Que rica piña."	(ES LA)	"Que rica es la piña."
"María y José pasean por el patio de la escuela"	(JUNTOS) (AL MEDIODÍA)	"María y José pasean juntos por el patio de la escuela al mediodía."

SKILL H: Is Able To Distinguish Between And Identify The Imaginary And Real Elements Of What Is Said.

VOCABULARY: Imaginary, make-believe, real, actual, phrase, character, feeling, element, comparison, work table, wall.

First Activity For Skill H

The teacher will provide the children with a series of phrases into which she will introduce elements of pure imagination. The teacher will talk with the children about imaginative things and how they give character and expression to what is said. The teacher will explain how certain phrases express real ideas and thoughts, and how others express unreal and imaginary thoughts. The teacher will read one phrase at a time and the group will talk about it. They will try to determine if it is real or imaginary. The children will then try to make up new phrases. For example:

"Los niños se sentian alegres y felices."

"Los lápices estaban afilados como puntas de estrellas."

"Las palabras eran tan bonitas que bailaban en la pizarra."

"El maestro es tan bueno como un ángel."

"La maestra es tan bondadosa como una madre."

"Los libros estaban limpios y cuidados como un traje de domingo."

Second Activity For Skill H

The teacher will prepare strips of paper with phrases printed on them. Some of the phrases will contain real elements and others will contain imaginary elements. The teacher will provide small boxes and each one will be labeled as either HEAR, SEE, TASTE, SMELL, and TOUCH. In another large box, the teacher will keep all the printed strips of paper. The strips will have an empty square drawn on the lower right-hand side. One child will pick a strip of paper. He will read it aloud, decide if it is a real or imaginary sensory image, and write either an R (for real) or an I (for imaginary) in the empty square. Then the child will place it in the box that best describes the sensory impression of the phrase. The phrases could read, for example:

"Al señor López le gusta el café negro."

"Cuando abro las ventanas me gusta sentir el aire fresco."

"Los pajaritos en la jaula de la clase trinan como flautas."

"En días lindos el sol entra por la ventana y pinta las paredes con luz."

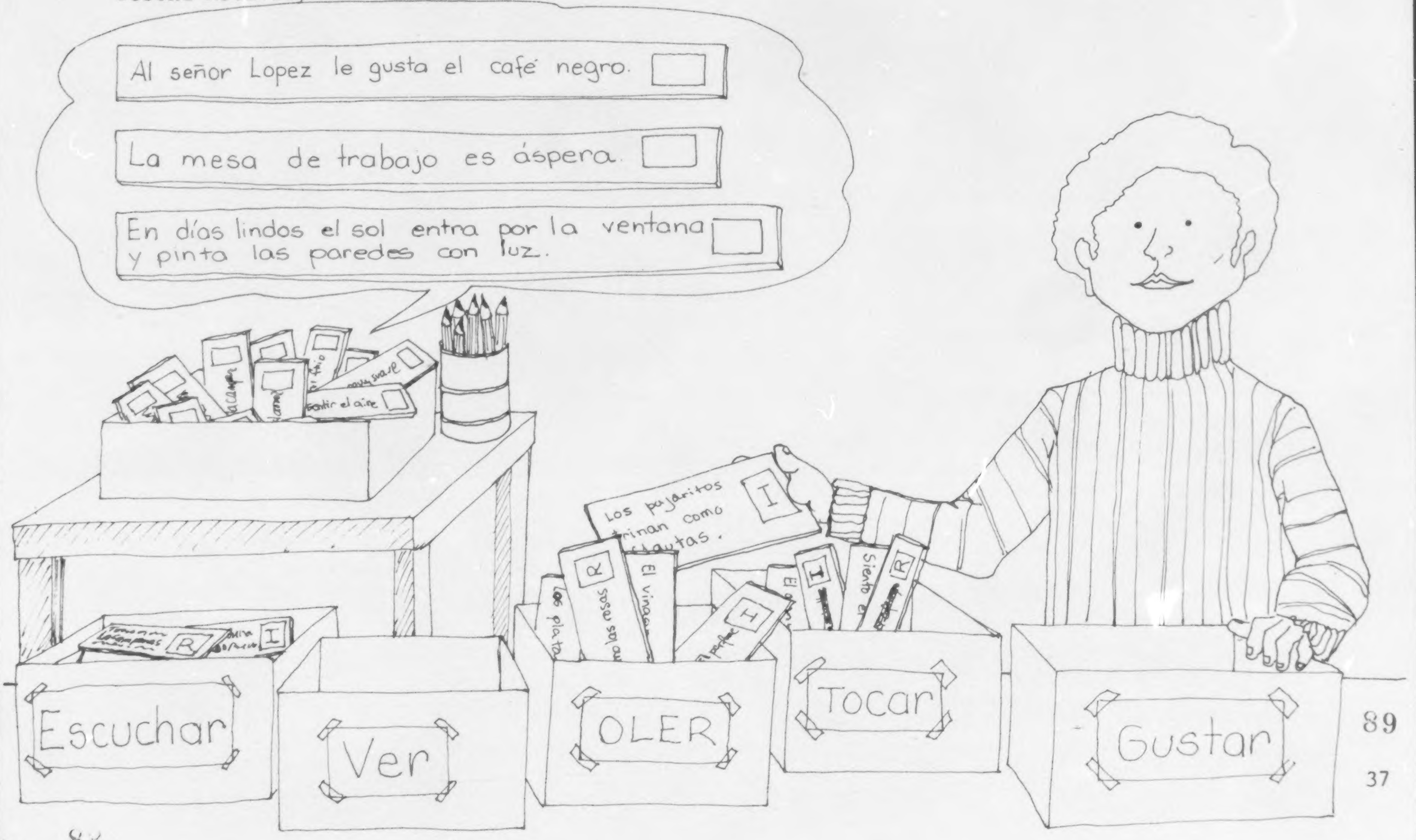
"La mesa de trabajo es áspera como piel seca."

First Activity For Skill H: "Identifying the real and imaginary elements in paragraphs"

LEE CADA ORACION Y ESCRIBE UNA "R"(real) O UNA "I"(imaginario)A LA DERECHA.

	I	R
Los lápices estaban afilados como puntas de estrellas.	I	
Las palabras eran tan bonitas que bailaban en la pizarra.		
El maestro es tan bueno como un ángel.		
La voz del director es suave como el algodón.		
Los niños estudian la Historia de Puerto Rico.		
La maestra ayuda a Juan con sus matemáticas.		
El maestro de gimnasia es un excellente atleta.		
Los niños almuerzan y descansan en la cafetería.		
El club de madres se reune en el techo de la escuela.		
Es importante conservar los libros en buen estado.		
Los pasillos de la escuela brillan como diamantes.		

Second Activity For Skill H:


Al señor Lopez le gusta el café negro.
La mesa de trabajo es áspera.
En días lindos el sol entra por la ventana y pinta las paredes con luz.
sentir el aire
muy suave
Los pajaritos trinan como flautas.
I
R
El vinagre
Escuchar
Ver
OLER
Tocar
Gustar

SKILL I : Is Able To Identify Through Context The Time Of Day Events Occur In A Story.

VOCABULARY: Homework, play, ball, dinner time.

First
Activity
For
Skill I

The children will listen to short stories in which the action occurs at a specific time of the day. The time will not be given directly but, by discerning small clues in special words, the children should be able to define the specific time of day. The teacher will induce answers through key questions. For example:

> "Cristobal y Marinés terminaron sus trabajos de la escuela que la maestra les dio para hacer en casa y salieron a jugar con la bola. Era casi la hora de comer y se podía oler la comida en la cocina. La mamá les dijo, no se queden hasta muy tarde porque es peligroso. Los niños juegan fuerte y la bola rueda lejos hasta el final de la calle. Cristobal le dice a Marinés, 'No puedo ver la bola; está oscureciendo, la buscaremos manana.' 'Si,' le dice Mariné,'además tengo mucha hambre."

Preguntas inducidas

¿Por qué esta oscureciendo afuera?
¿La comida está preparada para el almuerzo o la cena?
¿Cómo tú sabes? ¿Cómo sabes la hora?

SKILL A: Is Able To Select And Use A Descriptive Vocabulary To Facilitate Communication And Add Beauty To What Is Said.

VOCABULARY: Describe, description, word, adjective, crucigram, brother, father, mother, sister, grandmother, grandfather, fighting, mad, angry, crying, sad, singing, enjoying.

First Activity For Skill A

The teacher will prepare small strips of paper with a sentence printed on each of them. Then the strips will be put into a large box. Each child will get a box with different strips and take time to read each sentence individually. Then the teacher will post on the blackboard three large pieces of oak-tag with the following titles: "Lo que se ve," "Lo que se oye," and "Lo que se toca." The teacher will select the first child. That child will pick a strip from his box and will read it aloud. Then he will go to the board, select the poster with the title of the sensory impression that the phrase suggests and paste the phrase on it. Then, with a colored crayon, he will circle the descriptive word in the sentence that actually suggested that sensory impression. Some examples of sentences are:

"Chinita cortó flores blancas de azahar."
"María compró unos ñames bien pesados."
"El canto de la abuela se pierde en el aire."
"La casa está muy limpia."
"Las sábanas de la coma están muy suaves."
"Mi hermanito tiene un caminar lento."
"La voz de mi papá es bien alta."

Second Activity For Skill A

The teacher will prepare duplicated sheets with simple "crucigrams" on top of the page and at the bottom the sentences that will help solve that crucigram. The sentences will have the descriptive word missing so the children will have to fill in the sentence first with that word and the same word will fill in the crucigram. The teacher will provide the list of descriptive words on the lower right side of the page. For example:

De izquierda a derecha

1. Mi mamá cantaba en las mañanas de ________.
2. Mi papá lleva el dinero en un bolsillo _______.

invierno
secreto

Third Activity For Skill A

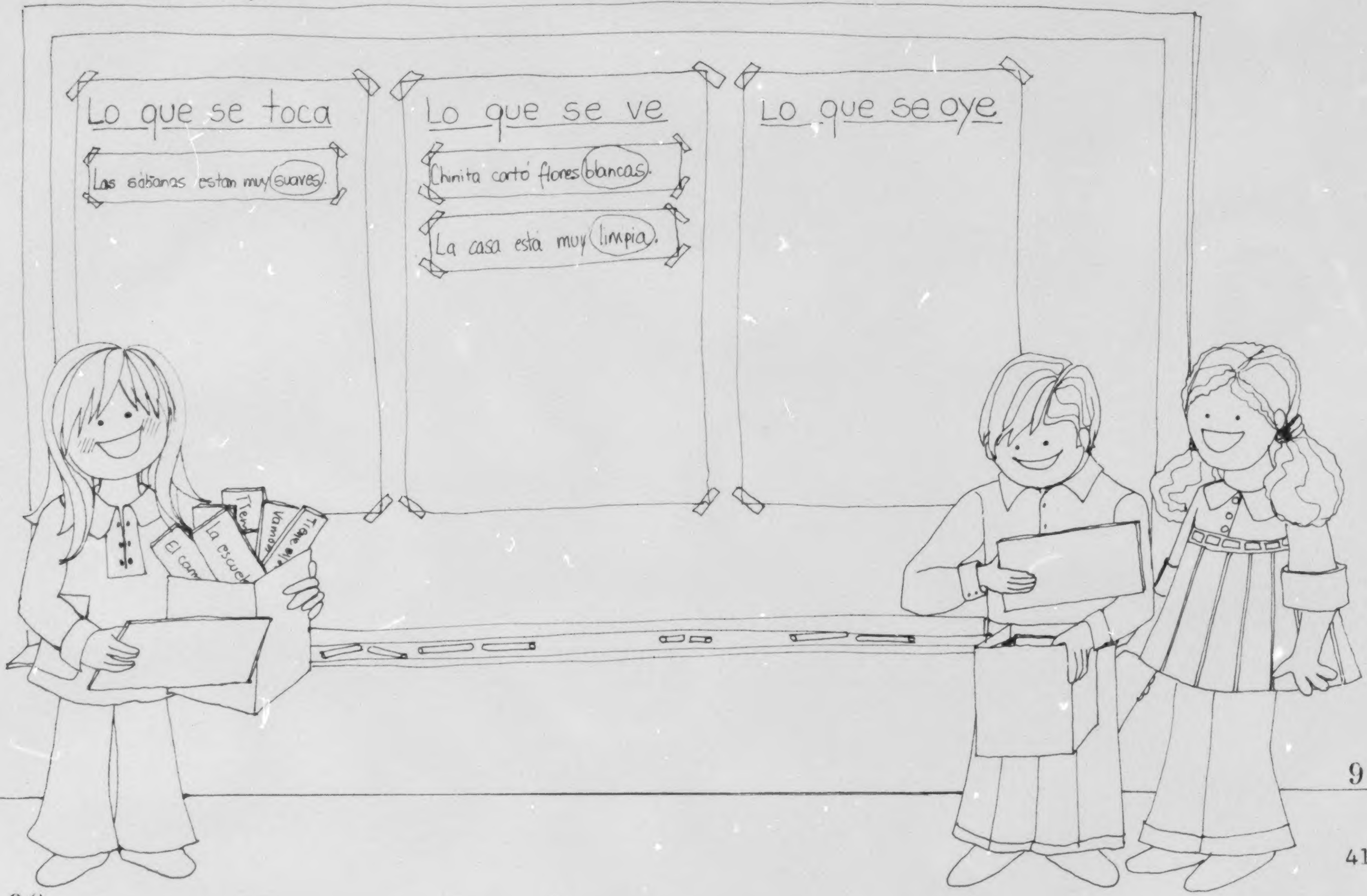
The teacher will tape to the blackboard several pictures that reflect different situations in family life. Under each poster there will be a large envelope that contains several strips of paper with descriptive sentences on them. Only one of the sentences describes the situation in the picture. One of the children will read all the sentences aloud. The rest of the class will discuss the picture with the teacher and everybody will decide on the proper response. Sometimes more than one answer will be correct. The sentence will then be taped on the bottom of the picture. For example:

The picture depicts a birthday party with all of the family gathered together. Everybody is laughing and singing.

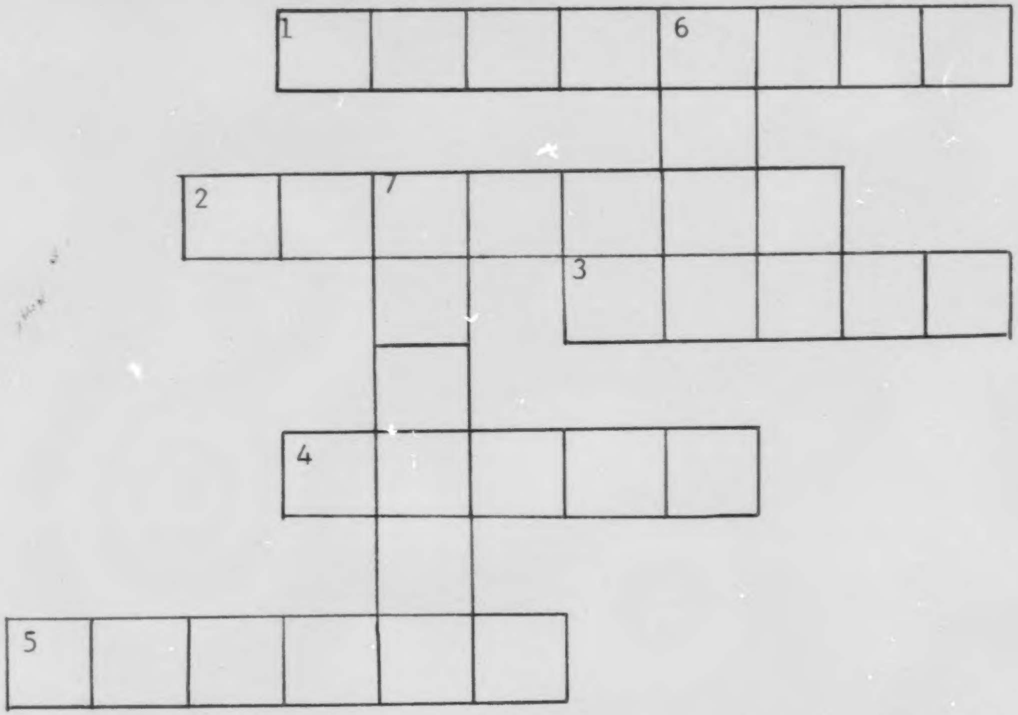
The strips read:

"Están contentos y alegres."
"Están enojados y peleando."
"Están llorosos y tristes."
"Están cantando y gozando."

First Activity For Skill A:


Lo que se toca
Las sábanas estan muy suaves.
Lo que se ve
Chinita cortó flores blancas.
La casa está muy limpia.
Lo que se oye
El cam
La escuel
Tien
Vamos
Tiene el

Second Activity For Skill A:



DE IZQUIERDA A DERECHA →

1. Mi mamá cantaba en las noches de ________.
2. Mi papá lleva su dinero en un bolsillo __________.
3. Marilú es mi hermanita ________.
4. Victor es el ________ de la abuela.
5. En las vacaciones ________ a Puerto Rico con mamá.

DE ARRIBA A ABAJO ↓

6. Ramón me dijo: "________ es mi dormitorio."
7. La tía Rosalina me trata con mucho __________.

CARIÑO ESTE DORMITORIO SECRETO MENOR INVIERNO IREMOS NIETO

SKILL B: Is Able To Recognize, Identify, And Correctly Use Possessive Pronouns.

VOCABULARY: Mi, mío, tuyo, suyo, nuestro, de, vuestro.

First Activity For Skill B

The teacher will show the children how to play the "Lost and Found Words" game. The teacher will prepare a series of sentences in each of which a possessive pronoun has been omitted. The sentences will be printed on large oak-tag paper. On small pieces of oak-tag, the teacher will print the missing possessive pronouns plus additional pronouns which will not be used. The children will look for the missing pronoun and paste it in the blank space in the sentence.

Second Activity For Skill B

Using an object, the teacher will describe it using various possessive pronouns to illustrate their meaning. For example:

"Este libro es mío." (S)
"Estos libros son nuestros." (P)

A child can give his object to another child and ask him:

"¿De quién es este libro?"

and the other child will respond:

"Este libro es tuyo."

Third
Activity
For
Skill B

The teacher will write a specific possessive pronoun on the blackboard. The teacher will then ask a child to correctly use that pronoun in a sentence, then to act out the sentence. For example:

mío ---- "Este libro es mío."

In demonstrating possessive pronouns such as "son de ellos" the child will point to many children and say, "Estos libros son de ellos."

SKILL C: Is Able To Express Orally The Main Idea In A Picture Or A Narration.

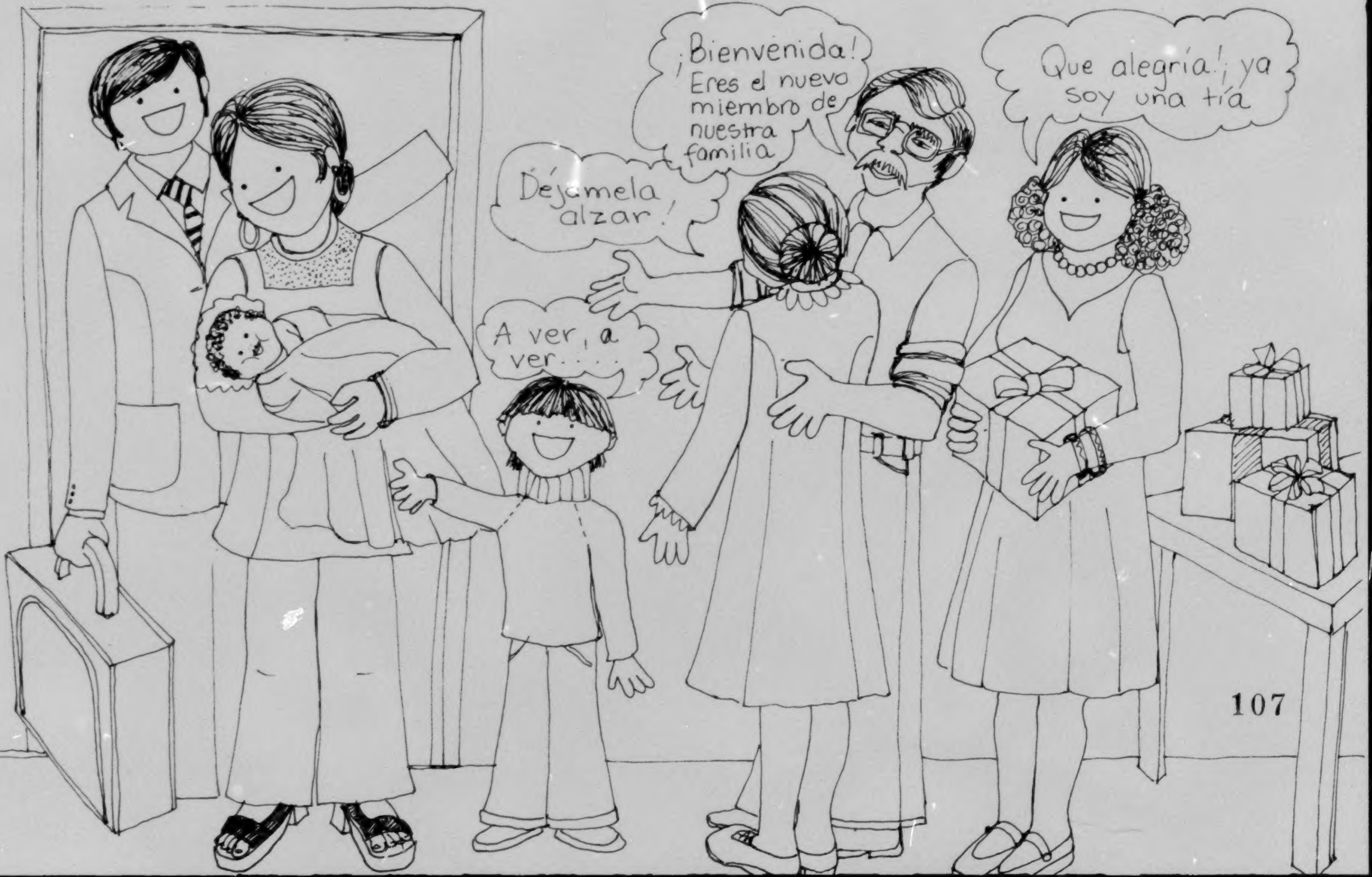
VOCABULARY: Family, orally, main idea, activity, scene.

First Activity For Skill C

The teacher will give each child a duplicated sheet depicting a familiar family scene. The children will look at them and answer orally the following questions:

"What is happening?"
"Who is there?"
"What is the most important thing that is happening?"
"How do you know?"

First Activity For Skill C:


¡Bienvenida! Eres el nuevo miembro de nuestra familia
Que alegría! ¡ya soy una tía
Déjamela alzar!
A ver, ¡a ver....

SKILL D: Is Able To Recognize And Discriminate Phrases, Sentences, And Words Containing Common Phonetic Combinations.

VOCABULARY: "mamá," "papá," "tia," "tio," "primo," "prima," "hermano," "hermana," "abuelo," "abuela."

First Activity For Skill D

The teacher will provide the children with duplicated sheets on which she will list the words and sentences that the children should know from first grade. The teacher will write these same words and sentences on little strips of paper and put them in a box. One of the children will read the first word in the column, go to the box and look through the strips until he finds the correct matching word. If he can read it, he will paste it next to the same word on his sheet.

Second Activity For Skill D

The children will play the game, "Cruzando el río." The teacher will prepare large cards, each one having a word printed on it. She will put these cards in a row on the floor, leaving a foot between each one. The children will read the first card, jump to the next, read that one, jump to the next, etc. If a child fails to read a word he will "fall into the water and swim ashore." The teacher will help the children try again.

Third Activity For Skill D

The teacher will label an empty shoe-box with the title, "Cofre de tesoros" (treasure chest). One of the children will be the grandfather, who is in charge of the chest. The teacher will give to each of the remaining children three cards with simple sentences that refer to the familiar belongings of family members. The leader (grandpa) will have inside his "treasure chest" the same words that appear in the sentences. The leader picks one card, reads it silently, and says, "I wish, I wish, to have a ________." The player who has the card where that word appears in the sentence says, "I can make your wish come true because I know who has it." He reads his card aloud and puts it inside the shoe-box. At the end of the game, the leader reads all the cards and passes the shoe-box to another child, who then becomes the grandfather. For example:

"Mi Mamá tiene un espejo grande."

espejo grande

The leader says, "Deseo, deseo, tener un espejo grande."

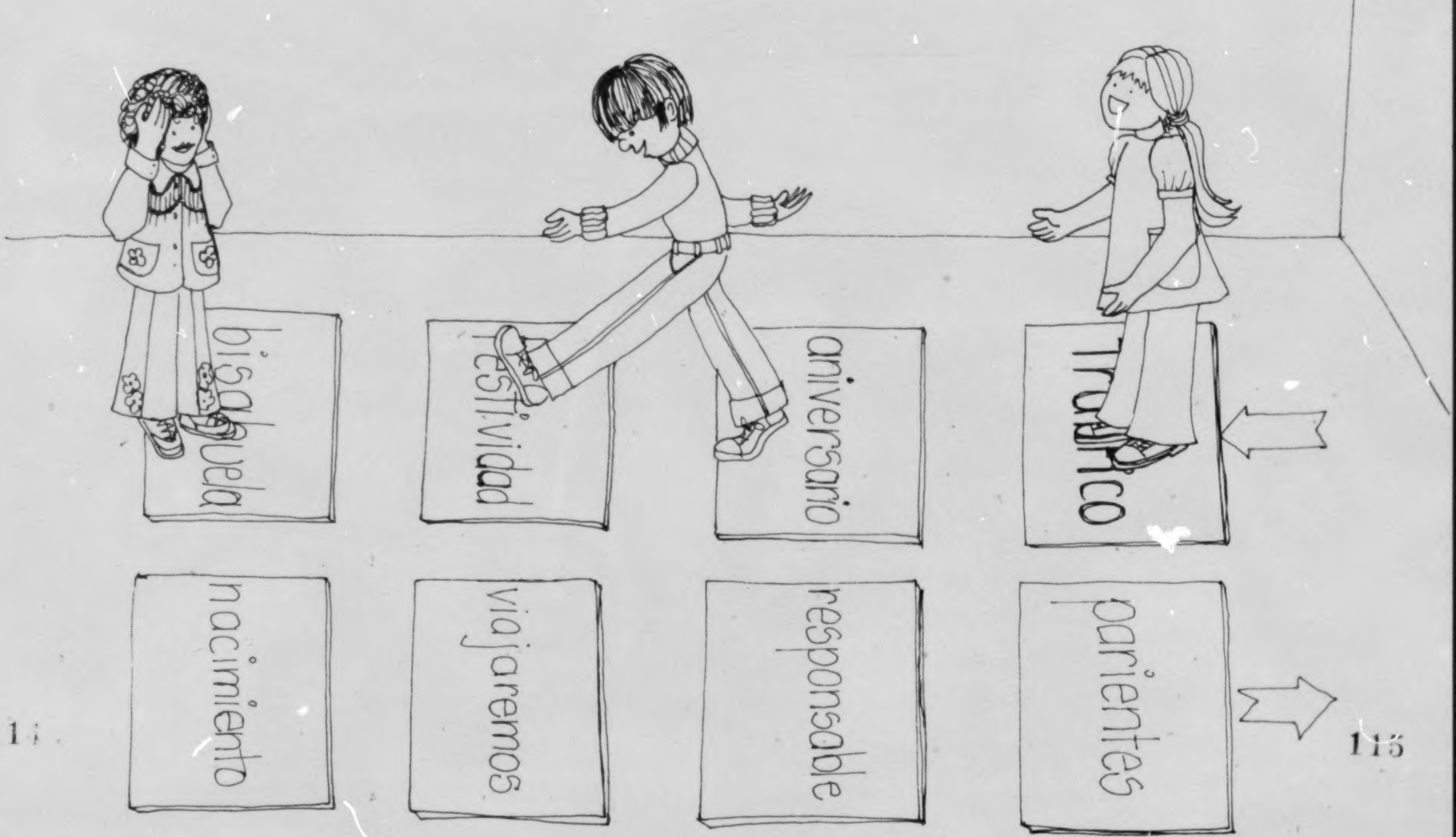
Fourth Activity For Skill D

This is a game for five children at a time--one is the leader and four are players. The teacher will make sixteen groups of index cards with four cards in each group. Sixteen different words will be printed on these cards (each word repeats four times). One of each word will be placed in reserve for the players and the leader will take the rest. To begin, each player takes one card from the reserve. The leader picks one card from his pile and reads it to the players without showing it. If none of the children can find their own card to match the leader's, the card is put back at the bottom of the leader's pile. When a player has four cards with the same word he can get a new one from the reserve pile. The player who completes the largest number of groups of four cards with the same word wins the game and becomes the leader.

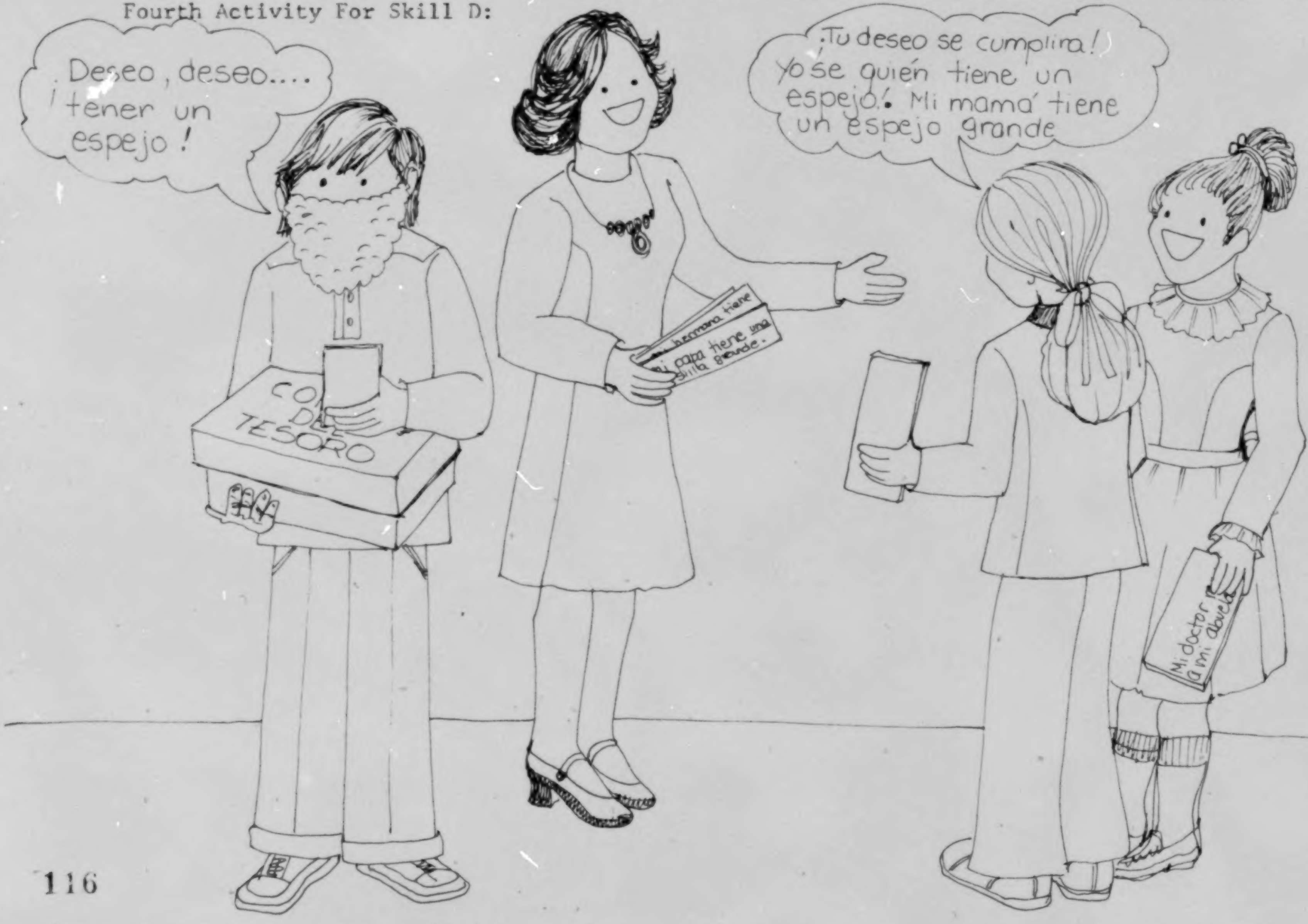
Fifth Activity For Skill D	The children will play the "Mailman" Game. The teacher will prepare a group of 5" x 3" cards printed with words that the children need practice in. The teacher will also prepare two empty boxes to be used as "Mailboxes." One will be labeled "Buzón" and the other, "Correspondencia muerta." The children will take turns going to the "mailman" and reading a card. If they know how to read it they can throw the letter into the "buzón." If they can not read it, it will go into "correspondencia muerta." When the game is over, both boxes will be opened and all the cards will be read aloud.
Sixth Activity For Skill D	The teacher will show the children how they can make their own "word necklaces." Four children can play at once. To begin, each child will have a string about 18" long, and several little cards with words printed on them. Each card will have a hole punched in one corner. One of the players will distribute an equal number of cards to each player, face down. Then each player will lift up a card and try to read it. If he is correct he can string the tiny card to start his necklace. The player with the most cards on his necklace wins the game.

First Activity For Skill D:

"Cruzando el río"

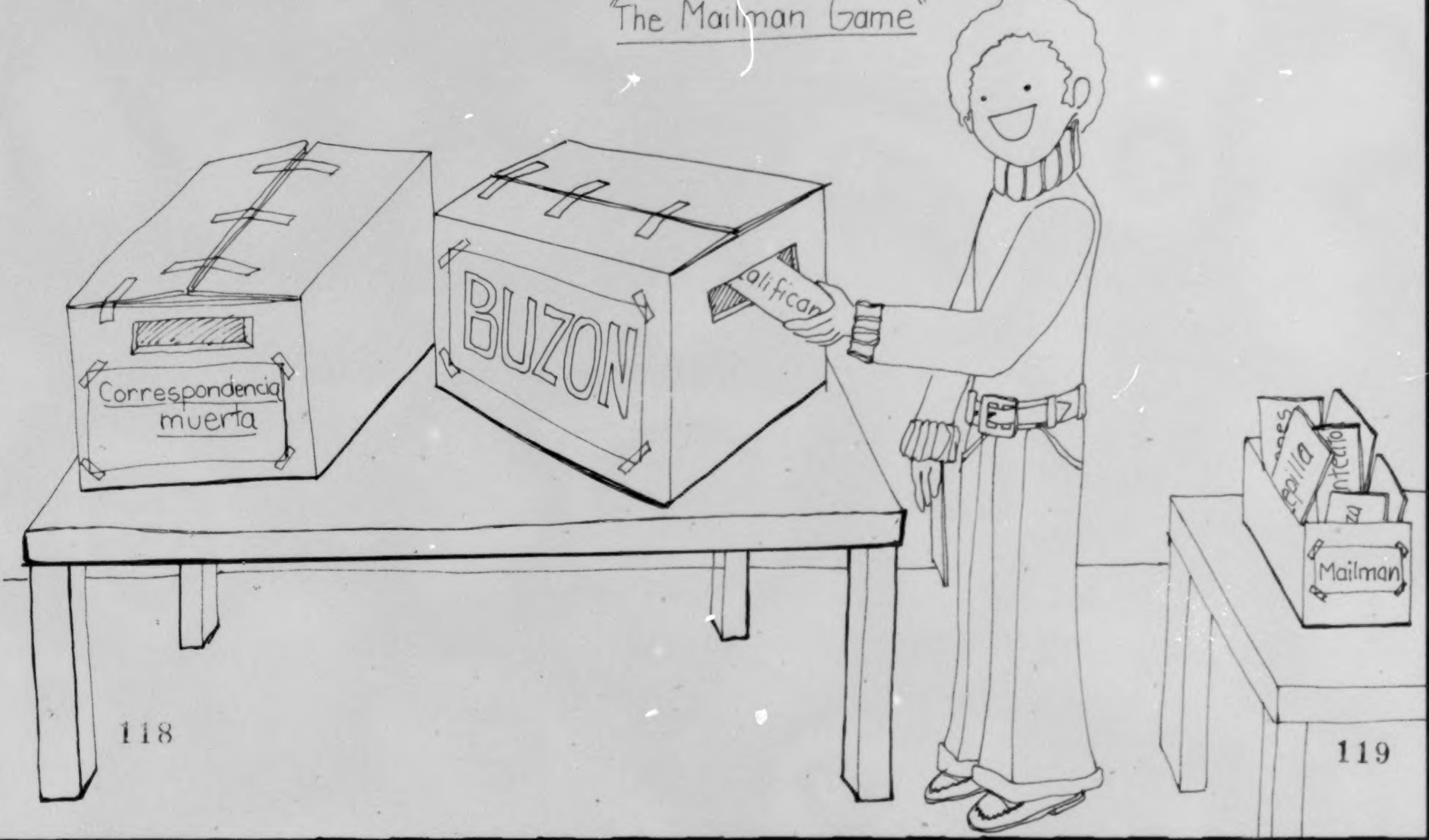

bisabuela
festividad
aniversario
nacimiento
viajaremos
responsable
parientes

Fourth Activity For Skill D:


Deseo, deseo.... ¡tener un espejo!
¡Tu deseo se cumplira! Yo se quién tiene un espejo! Mi mamá tiene un espejo grande
CO
DE
TESORO
hermana tiene
mi papa tiene una silla grande.
Mi doctor
a mi abuelo

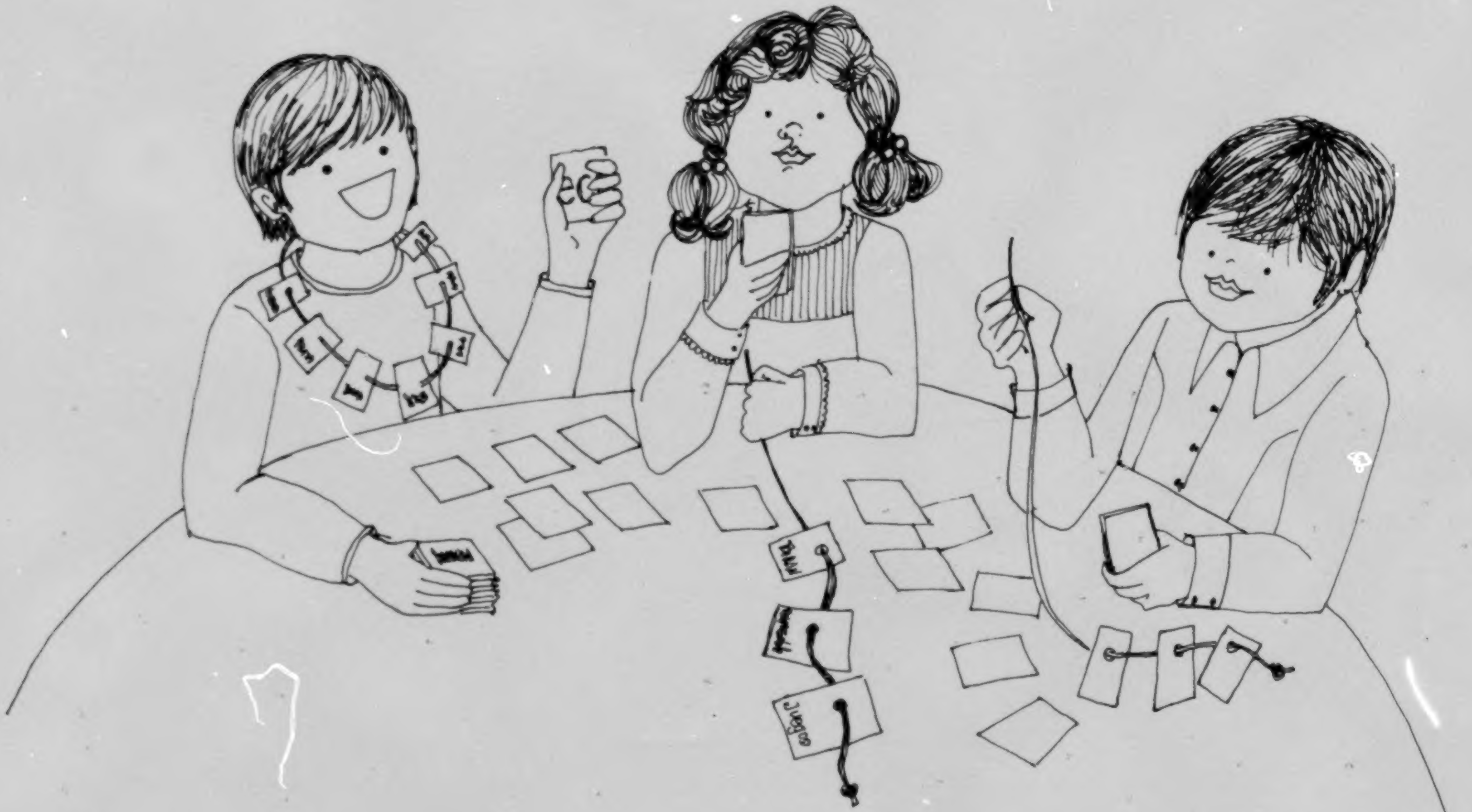
Fifth Activity For Skill D:

"The Mailman Game"


Correspondencia muerta
BUZON
alifican
Mailman
cepilla
ntero
nes

Sixth Activity For Skill D:

"The word necklace"



SKILL E: Is Able To Recognize Words, Phrases, And Sentences And Relate Them To Pictures.

VOCABULARY: Word, name, relate, phrases, dominoes, synonyms, antonyms.

First Activity For Skill E

The teacher will write and number a list of ten or fifteen words on the board or on a large poster. The teacher will also make a series of ten or fifteen cards, numbering each one consecutively. The little cards will go into a paper bag or hat. One of the children will start the game by closing his eyes, picking a card with a number, reading the corresponding word to that number from the board, and putting the card back in the bag. The word list should contain all the new words introduced that week.

Second Activity For Skill E

The children will play the game "Deténgase-Siga." The teacher will prepare decks of cards with all the phrases that the children need to practice. Some should be very specific, such as, "puede ayudar," "puede trabajar," "detengase," "yo puedo," etc. The teacher will include some green and some red cards in pre-planned places in the deck. All the decks will be arranged in the same order. One of the children will start reading the cards orally until he comes to a red card. This is the signal to stop reading orally and begin reading silently until he finds a green card, which is the signal to begin reading orally again. If the reader makes a mistake, the child next to him continues the reading.

Third Activity For Skill E

On a sheet of large heavy cardboard the teacher will draw a picture of a road that leads to a house. The teacher will also prepare small pieces of colored construction paper to be used as markers. The road will be divided into sections and in each section the teacher will write one or two sentences. One child will begin by reading the sentence in the first section. If he reads it correctly he can continue to the second section. If he fails to read the sentences, he will place his marker on that section, and the next player will begin up the road. The children who reach the house will be the winners.

Fourth Activity For Skill E

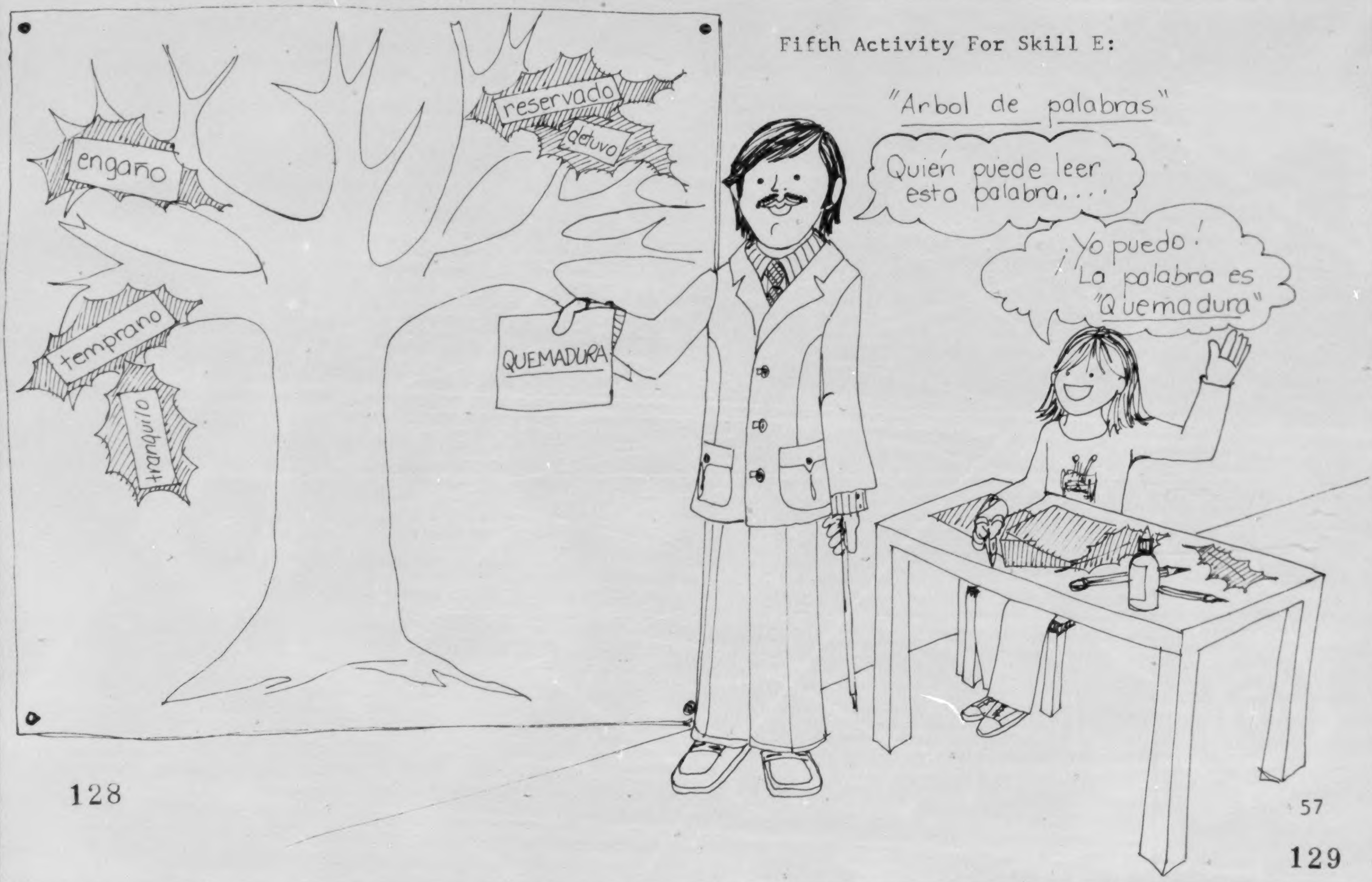
The children will play "La Ruleta de Palabras." The teacher will make a large circle of heavy cardboard. There will be a large, spinning pointer in the center of the circle. The teacher will write around the outer part of the circle all the words that the children are having difficulty with, leaving some space between the words. One child will begin the game by spinning the hand and reading the word that it points to when it stops. After reading the word he will write it on a small card. Each time he gets a turn to spin he will have a new word to write on a new card, if he is able to read that word. Afterwards, he can use his package of word-cards to make sentences.

Fifth Activity For Skill E

The children can all play this game together. It is a crucigram called, "Arbol de Palabras." The teacher will draw a big tree with branches on a heavy oak-tag poster. The tree will have no leaves. The teacher will prepare a series of small cards, each one printed with a new vocabulary word. Each child will get a few pieces of construction paper; a specific color will be assigned to each child. The children will cut large leaves out of this paper. The teacher will show the class the first word. The child who reads it will get the card, paste it on his or her leaf, and pin the leaf to one of the branches of the tree. The child who puts the largest amount of leaves of his or her assigned color on the tree wins the game.

Sixth Activity For Skill E	The children will play "Juego de dominos." They will use two sets of dominoes, each containing words and pictures. The game will be played just as it is played with numbers, only the pictures and words will have to match. The words can be replaced later by sentences describing the pictures or by synonyms or antonyms.

Fifth Activity For Skill E:


"Arbol de palabras"
Quién puede leer esta palabra....
¡Yo puedo! La palabra es "Quemadura"
reservado
detuvo
engaño
temprano
tranquilo
QUEMADURA

SKILL F: Is Able To Identify Words, Phrases And Sentences By Their Meaning And Context, And To Relate Them To Pictures.

VOCABULARY: Food, cupboard, store, kitchen, appliances, stove, refrigerator, sink, "pilón," "meceta," "macета."

First Activity For Skill F

The teacher will provide each child with an empty shoe-box and 5"x 8" index cards. Everyday, the children will write on these cards a few new words that they have heard or seen. The word will go on the top of the card and the teacher will provide a short explanation of its meaning on the board. The children will write this definition under the word on the card and illustrate the word with a drawing or cut-out on the back of the card. Further additions to this card can be the use of the word in a sentence. For example:

Almacenar

Juntar muchas cosas en un mismo lugar para usar después.

La mamá almacena comestibles en la alecena de la cocina para usar toda la semana.

(To illustrate this word, the children can draw a mother storing food in her cupboard, or an aisle in the supermarket; or they can look for these pictures in a magazine.)

Second Activity For Skill F

The teacher will prepare a series of pictures that illustrate a house, a mother, a baby, a dinner table, etc. The teacher will also prepare small cards with sentences that indirectly describe each picture. These cards will be placed inside a bag and the pictures will be taped to the board. The child who starts the game will pick a card from the bag, read the sentence and try to match it to its picture. After the children associate the sentences with the pictures, the teacher will replace these pictures with the words associated with them. For example:

> The picture of "CASA" for its word "VIVIENDA"

and the sentence will read:

> "En ella vive la familia Pérez. Esta hecha de madera y es comfortable."

Third Activity For Skill F

The children will make a large scale model of a house out of paper maché. All of the details will be discussed by the group. When the model is finished, the children will make the family that lives in the house. The characters will also be discussed by the children and the figures will be made out of colored clay or plasticene. The children will make little tags with the names of everything and everybody in the model, including tiny details such as articles of clothing, decorating details, appliances, etc. All these tiny cards will be kept in a small box. In another box the children will have pins. The children will be divided into two groups. A child from group 1 will make up a short story describing certain things in the house. A child from group 2 will then rush to the model, look in the box for the cards that describe those things mentioned in the story, and pin the cards to the correct items in the model within a minute. At the beginning, the groups can also have small index cards with these descriptive words written on them to help them in telling their stories.

Fourth Activity For Skill F

The children will play a lotto game. The teacher will make lotto boards with sentences that describe what members of a family do at home. For example:

Ayudo a barrer la cocina.	Le doy de comer al bebé.	Saco la basura a la calle.
Cierro mi cama a la mañana.	Leo el periódico de noche.	Veo televisión por la tarde.

Each child will have his own lotto board. The teacher will also prepare small cards with illustrations that match the sentences. The leader will show a picture to a group of four players. The player who reads the sentence that describes the picture places a chip on that sentence. Several boards can have that sentence and several players can read the sentence and place a chip on their boards. The first player to fill in his board wins the game. Later, the lotto game can be made out of words on cards and their meanings can be written on the lotto boards.

Fifth Activity For Skill F

This game can be played by several children at once. The teacher will provide the children with old magazines to cut out, and cards which have a sentence printed on one side and the other side blank. On the blank side the children will paste a picture that illustrates the sentence. For example, some sentences might be:

El niño juega.

La muchacha cocina.

The children will be divided into two groups. To play the children will put all the cards on the table, blank side up. Each player will select four or five cards, look through the magazines for illustrations, cut them up and paste them onto the correct cards. If the player can't find an illustration, he will draw a picture himself. When a member of a group is finished he is allowed to help another member of his group. The group that can illustrate their cards first wins the game.

Sixth Activity For Skill F

The teacher will provide the children with mimeographed copies of a group of simple sentences. Each sentence will have a word missing. The children will fill in the blank, then make a drawing to illustrate the word that was missing. For example:

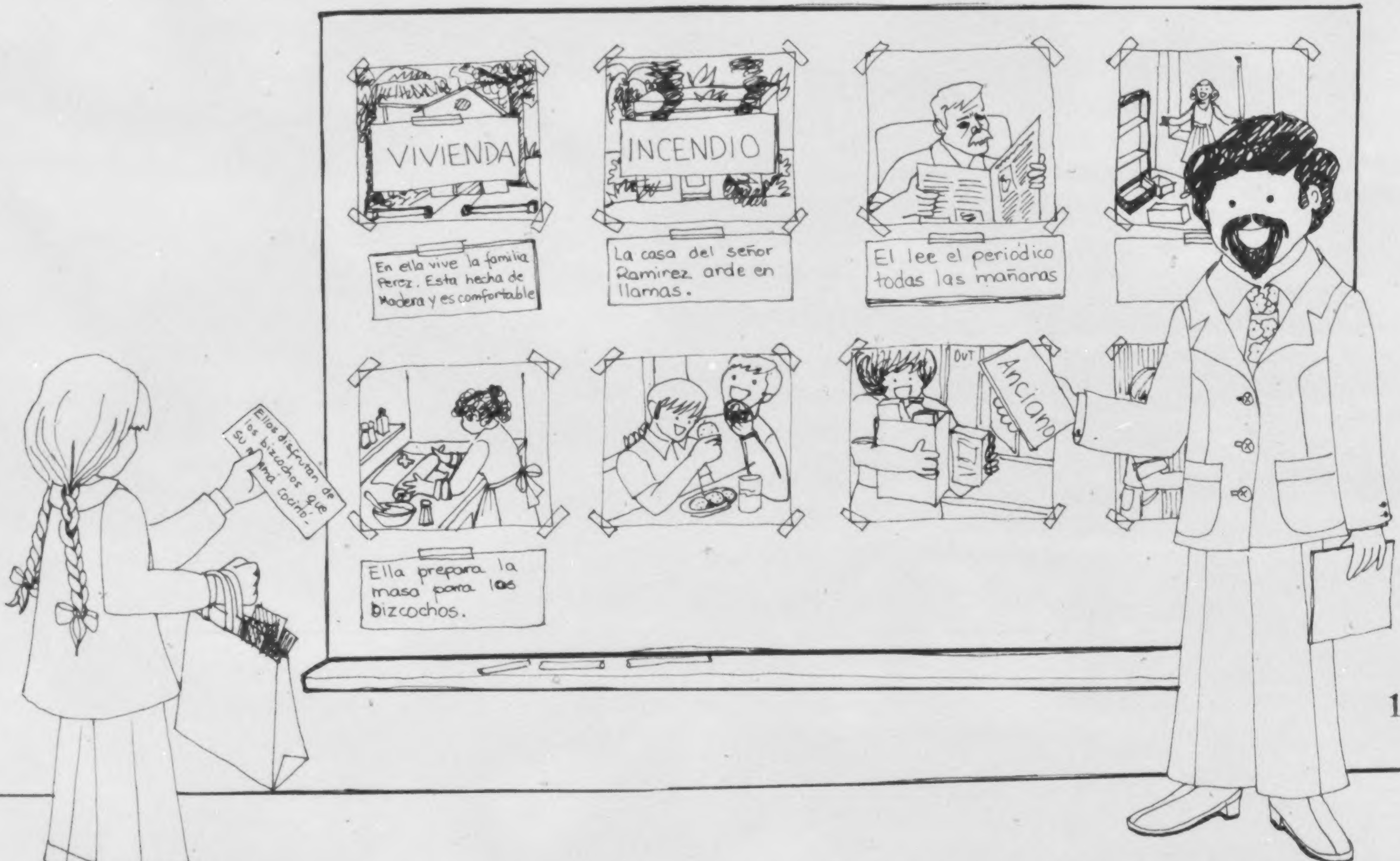
El ________ ladra.
La ________ es bondadosa.

Seventh Activity For Skill F

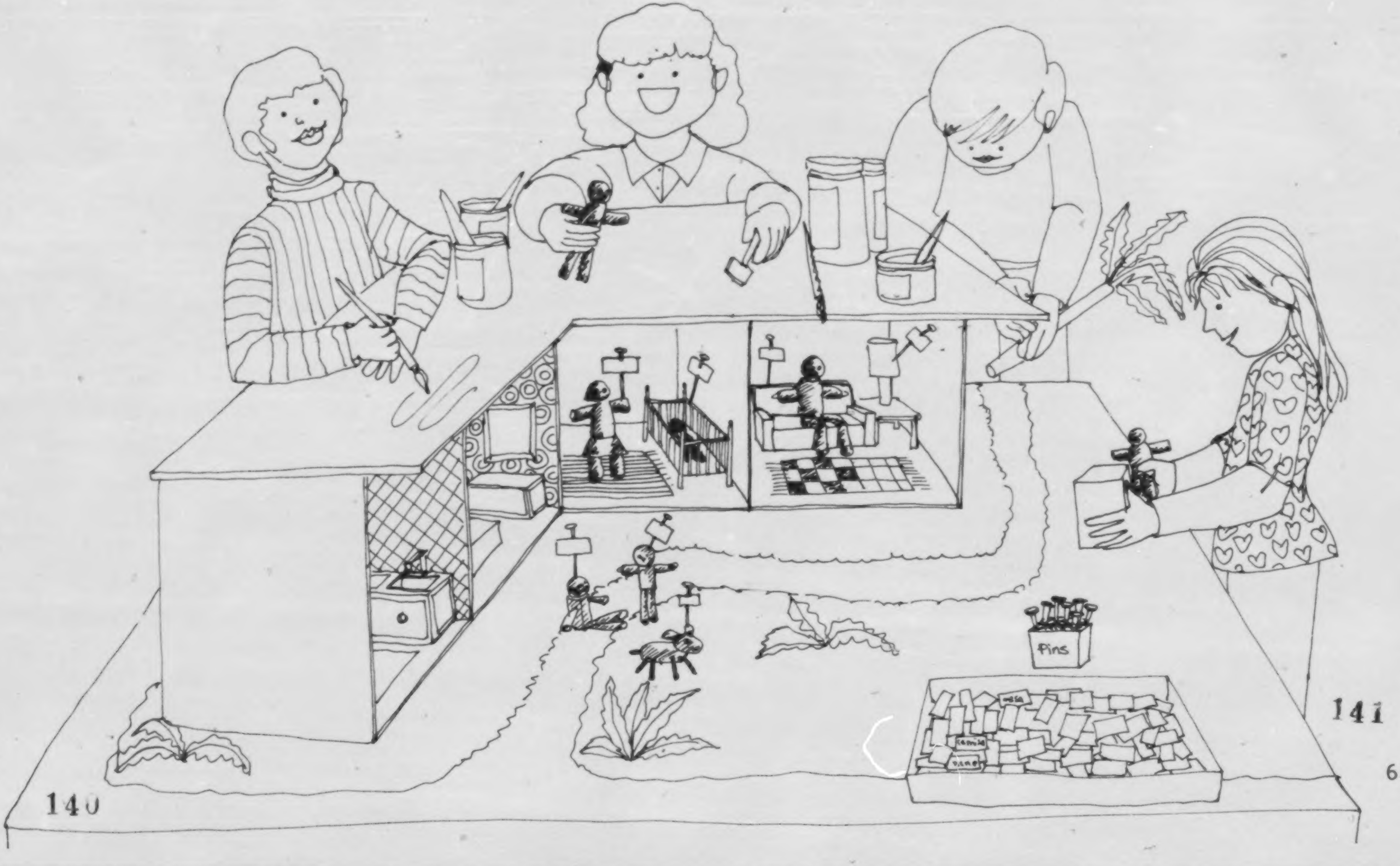
The teacher will prepare mimeographed copies of a list of words. Next to each word there will be a list of three phrases that define the meaning of that word. Each child will identify the correct defining phrase and draw a line from the word to that phrase. For example:

tío de mami.
Abuelo ———————— padre de mami
primo de mami

Second Activity For Skill F:

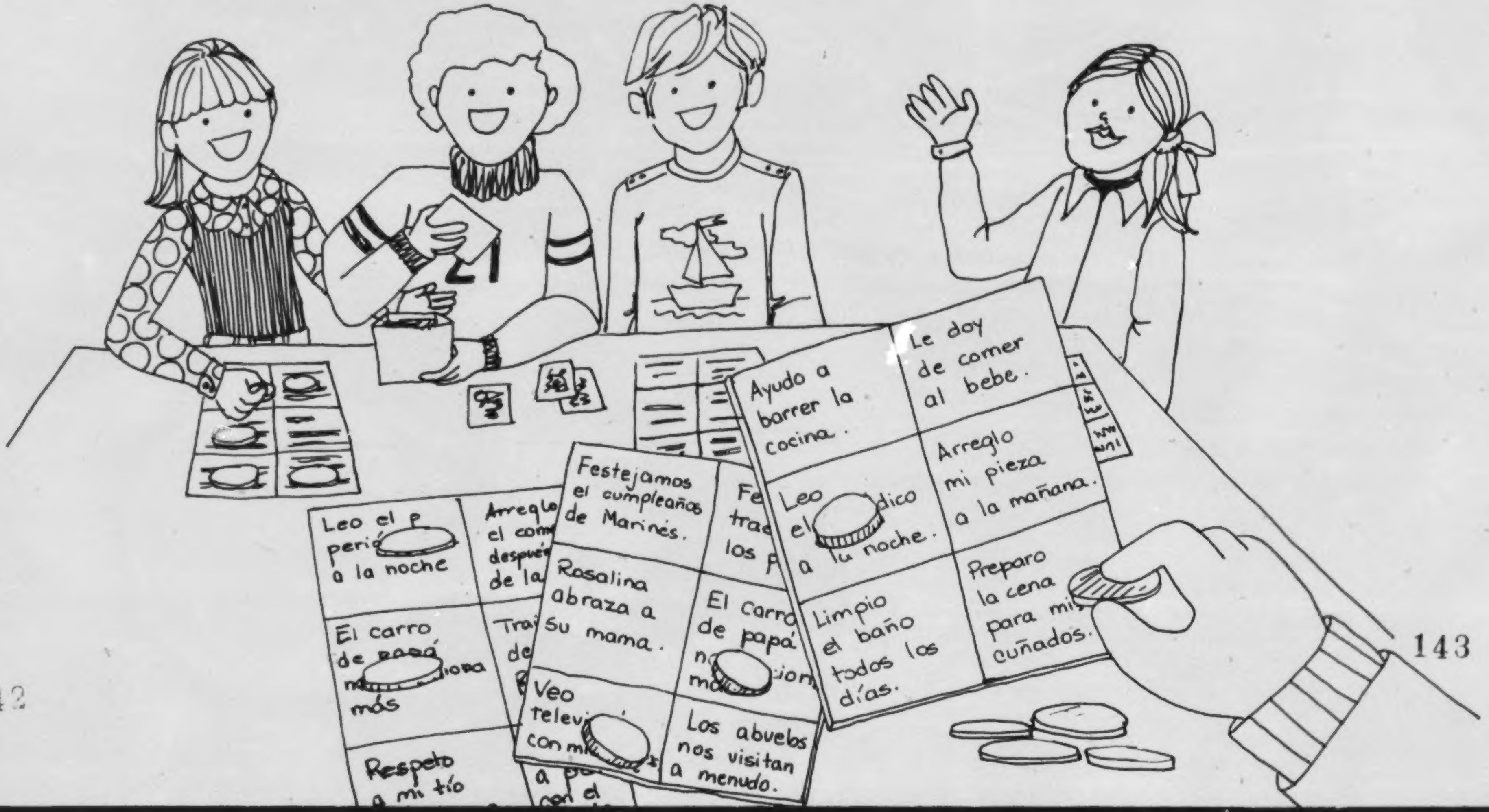

VIVIENDA
En ella vive la familia Perez. Esta hecha de Madera y es comfortable
INCENDIO
La casa del señor Ramirez arde en llamas.
El lee el periódico todas las mañanas
OUT
Anciano
Ellos disfrutan de los bizcochos que su mamá cocinó.
Ella prepara la masa para los bizcochos.

Third Activity For Skill F:



Fourth Activity For Skill F:

"The family Lotto"


21
Leo el p
peri
a la noche
Arreglo
el com
despué
de la
El carro
de papá
n ... iona
más
Tra
de
Respeto
a mi tío
Festejamos
el cumpleaños
de Marinés.
Fe
trae
los p
Rosalina
abraza a
su mama.
El carro
de papá
n ... cion
m
Veo
televi
con m
a p
con el
Los abuelos
nos visitan
a menudo.
Ayudo a
barrer la
cocina.
Le doy
de comer
al bebe.
Leo
el ... dico
a la noche.
Arreglo
mi pieza
a la mañana.
Limpio
el baño
todos los
días.
Preparo
la cena
para mi
cuñados.

SKILL A: Is Able To Recognize, Distinguish And Form The Singular And Plural Of Words.

VOCABULARY: Neighbor, happy, garden, fork, spoon, pan, knife, pot, chair, table.

First Activity For Skill A

The children will form the plural of the singular words listed on the board. They will write them in three columns. In the first column, the plural is formed by adding an "s" at the end. In the second, they will add "es" and in the third they will change the last "z" to "c" and add "es" to form the plural. For example:

vecino	felicidad	veloz
vecinos	felicidades	veloces

Second Activity For Skill A

The teacher will mimeograph a list of singular words. Next to each word the children will write the plural of the word, then separate it into syllables. For example:

vergel	vergeles	ver-ge-les
mercado	mercados	mer-ca-dos
ronda	rondas	ron-das
jardín	jardines	jar-di-nes
color	colores	co-lo-res

Third Activity For Skill A

The teacher will ask the children to divide a piece of paper in half and label one side UNO and the other half MAS DE UNO. In one of the halves the children will write all those words that describe things in a home that are singular, and in the other half the things that are plural. For example:

UNO	MAS DE UNO
silla	sillones
mesa	armarios
cama	cacerolas
desayuno	camas
limpieza	meriendas
olla	papeles
tenedor	matas
patio	flores

SKILL B: Is Able To Recognize, Distinguish, And Form The Masculine And Feminine Genders.

VOCABULARY: Hermoso, hermosa, lindo, linda, dueño, dueña.

First Activity For Skill B

The children will form the feminine of masculine words provided by the teacher. The words will be written on cards and placed in a box. The children will take turns picking a card and trying to form the feminine. If they can do it, they will write it on the back of the card. For example:

hermoso -- hermosa
dueño -- dueña
lindo -- linda

SKILL C: Is Able To Analyze The Structure Of Words By Their Diminutive or Superlative.

VOCABULARY:
pequeño - pequeñito
grande - grandecito
pedazo - pedacito

First Activity For Skill C

In this activity the children will form the diminutive of words ending in "za" by using the endings "ito" and "ita". They should recognize that the "z" changes to a "c" when forming this diminutive. For example:

cabeza -- cabecita

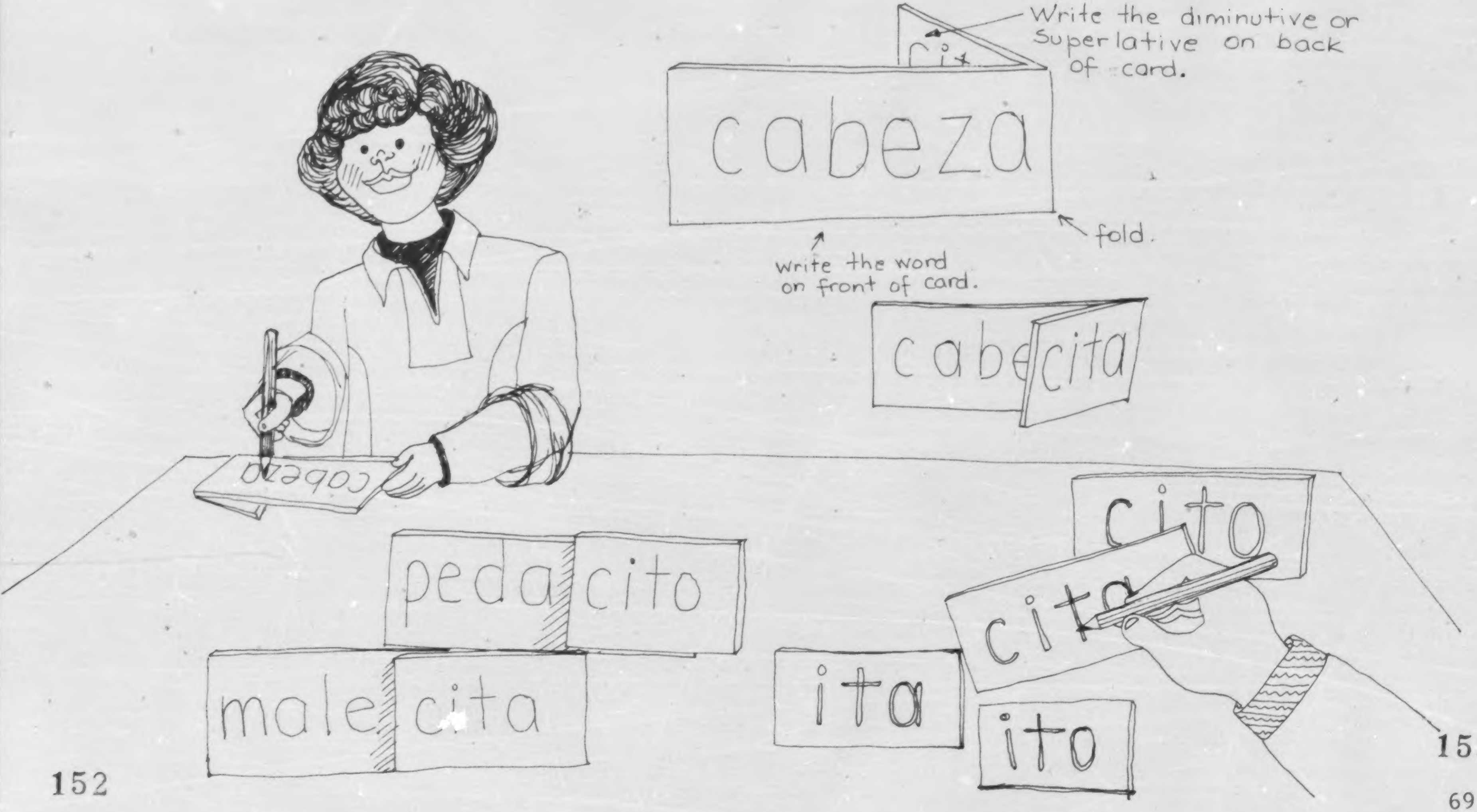
Second Activity For Skill C

The children will make their own list of singular words. Each list will have at least ten words. Each child will pass his list to another child and get a new one from someone else. Then everyone will write the diminutive and superlative of the words on his list. For example:

the list is:
grande ________
bizcocho ________
pedazo ________
guante ________

and they will write:
grandecito
bizcochito
pedazito
guantecito

First Activity For Skill C:



Write the diminutive or Superlative on back of card.

write the word on front of card.

fold.

cabeza
cit
cabe cita
cabeza
pedacito
malecita
ita
ito
cita
cito

SKILL D: Is Able To Recognize And Distinguish Words That Rhyme.

VOCABULARY:

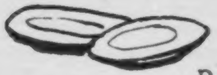
platos - gatos
casa - taza
mesa - pesa

First Activity For Skill D

The teacher will make cards with words printed on them. They will go in box 1. In box 2 the teacher will have cards with words that rhyme with the ones in box 1. (There will be 2 sets of these boxes.) The children will divide into two groups. Each group will have two boxes. The group that can pair more rhyming words will win the game.

Second Activity For Skill D

The children will work on duplicated sheets. On the left side of the paper there will be pictures with the word they represent written under them. On the right side of the paper there will be a series of words, only one of which rhymes with the word under the picture. The children will circle that word and write it next to the picture. For example:



platos ___________

cafetos	tantos	cestos
noche	gatos	seco
cientos	altos	rato

SKILL E: Is Able To Recognize And Form Words By Phonetic Analysis.

VOCABULARY: Cama, vasos, sacos, ama.

First
Activity
For
Skill E

The children will combine initial and final syllables to make words. The teacher will write on the board two columns of syllables. The first column will be the initial syllable of certain words and the second column will be the ending syllables of these words. The words will be all mixed up. The children will write down as many words as they can recognize by combining these syllables. For example:

ca	cos
a	sos
sa	ma
pa	rro
va	los

SKILL F: Is Able To Recognize, Distinguish And Spell Correctly Words Containing The Consonant Groups tr, br, dr, pr, fr, gr, pl, bl, gl, and cl.

VOCABULARY: Plato, plantas, florero.

First Activity For Skill F

The teacher will prepare a lot of little cards with words that contain the consonant groups mentioned above. They will be randomly arranged and the children will take turns racing the clock to find groups of words with the same blends. The group that finds the most cards in a given time wins the game. For example:

brotan
sopla
playa
libros
brincan
plantas

plato
nombron
copla
asombro
explora
resplandor

Second Activity For Skill F

The children will complete this exercise for the visual recognition of the consonant groups (beginning and ending) gr, cl, tr, bl, fr, and br. The teacher will provide duplicated sheets with groups of words containing the consonant groups mentioned above. Following the first example, the children will circle the same blends in the rest of the words:

blusa .... blanco, bloque, roble, neblina

Third Activity For Skill F

The teacher will prepare little cards with words containing consonant blends, and duplicated sheets with sentences. Each sentence will have a blank space. The children will pick out of their cards the word that fits into the blank to complete the sentence. For example:

Some little cards could be: frío, brisa, abre, abrigado, tres, compra, alegre, cuatro, grandes, fruta, etc.

And the sentences could be:

Carlitos tiene frio porque no está bien abrigado.

La niña ________ las ventanas para que entre la ________.

La casa de Ramón es muy ________.

Luisa está muy ________ con su ________ de ________.

La sala tiene ________ ventanas y el comedor ________ ventanas ________.

Fourth Activity For Skill F

The teacher will prepare two sets of cards that will be kept in two separate boxes, labeled "1" and "2". In box 1 there will be cards with pictures and in box 2 there will be cards with words containing the consonant groups bl, dr, fr, cl, gr, tr, gl, fl, br. The children will try to match the pictures with the words. When they find a pair, they will write a sentence using that word(s). For example:

The pictures can be of houses, plants, lamps, and house fixtures.

The words can be: amable; frio; claro; gracioso; sombra; brisa; tres; cric-crac; tric,tric; tris-tras; tru-tru; fru-fru; flap,flap; etc.

The sentence can be:

> "Las ventanas de mi casa hacen flap-flap con la brisa de la mañana."

Fifth Activity For Skill F

The teacher will write on the board a list of words that contain consonant blends. Then she will explain to the children how to divide words into syllables when they contain consonant groups such as these. The teacher will write several examples on the board and then the children will do the same on their papers. For example:

florero	flo-re-ro
afloja	a-flo-ja
cable	ca-ble
plato	pla-to
negro	ne-gro

SKILL G: Is Able To Distinguish And Spell Correctly Words Containing "m" before "p" or "b."

VOCABULARY: Sombra, limpia, compra, lámpara.

First Activity For Skill G

The teacher will write on a set of cards words that contain "m" before "p" and "b" and give six cards to each child. For example:

sombra, limpia, compra, siembra, campana, lámpara.

Then the children will try to make sentences using these words:

El árbol de mangos da sombra a la casa.

La sombra del árbol nos ayuda a mantenernos frescos.

SKILL H: Is Able To Distinguish The Use Of "que," "qui," "ce," And "ci" When Spelling Words.

VOCABULARY: Queso, quema, paquete, cena, cacerola, dulce.

First Activity For Skill H

The teacher will prepare duplicated sheets on which the left side of the page will contain a word with one syllable underlined. On the right side will be listed words with blank syllables in them for the children to fill in with the syllable underlined in the example:

cebolla	me _ _ _ _ na ca _ _ rola	ha _ _ do _ _ na dul _ _
queso	_ _ _ ma _ _ _ da	co _ _ _ ta pa _ _ _ te.

SKILL I: Is Able To Distinguish And Spell Correctly Words Containing "r" As The First Letter, And Words Containing "r" Directly After "n," "l" or "s".

VOCABULARY: Ratón, alrededor, Enriqueta.

First
Activity
For
Skill I

The teacher will introduce a list of vocabulary words on the board which have "r" as the first letter. For example:

risa, ratón, rezar, racimo, reto, resolver,
revolotear, retener, residir.

Also, words containing "r" directly after "n," "l" or "s":

alrededor, enredó, enriquecer, sonrisa, Enriqueta, Israel.

The children will copy these words on little cards. Then the teacher will give the children a box containing strips of paper with sentences printed on them. There will be a blank space following the verb. Each strip will also have an illustration on the back. The children will pick a strip, study the picture on the back, read the words of the sentence, and complete it with a word from one of their cards. For example:

The little cards can say: alrededor Enriqueta etc.

One of the strips can show a picture of a girl. The sentence on the front will be:

"El nombre de esa niña es ______________."

SKILL A: Is Able To Recognize And Spell Correctly The Phonemes "gui," "gue," "gi," "ge," "que," and "qui."

VOCABULARY: Phoneme, manguera, guerrero.

First Activity For Skill A

The teacher will provide the children with a duplicated sheet containing lists of words in columns. Each column will be labelled with the phoneme that those words contain, for example "GUI," "GE" or "QUI." Under each phoneme the teacher will write ten words of which only five contain that phoneme. Since this is an auditory and visual recognition exercise, the teacher should be very careful to sound out the phonemes in several examples before the children start the exercise. The teacher will read all the words in the column and the children will circle the phonemes that match the label. For example:

GUI

guiso
seguir
persigue
guerrero
guiar
guineo
manguera
guerra
extinguidor
sigue

GE

gemelos
muge
recoge
quema
pequeño
dirige
queso
buque
parque
geranio

Second
Activity
For
Skill A

The children will write a little story consisting of ten paragraphs using all the words learned in the first exercise. The children can use the dictionary if they need more words to complete thoughts. For example:

> "Enriqueta tenía que preparar un guiso de guineos pero ella se fue al parque y lo dejó quemar . La mamá de Enriqueta se dirigía a la cocina cuando sintió olor a quemado. Ella dijo, aquí se quema algo. Ella corrió con la manguera, pero era muy pequeña......." etc.

Third
Activity
For
Skill A

The teacher will provide the children with duplicated lists of words with blank spaces for beginning, middle or ending syllables. The children will complete the blank spaces with the phonemes that give sense to the word. For example:

Man_ _ _ra
bo_ _ _ta
ho_ _ _ra
blo_ _ _
cho_ _ _
_ _ _sado
tan_ _ _
car_ _ _ro
Mi_ _ _lito

Then the children will fill in blank spaces in sentences, using the words that they completed:

Yo apago mi __________ con una __________.

SKILL B: Is Able To Distinguish And Spell Correctly Words Containing "y" and "i."

VOCABULARY: Paciente, individuo, policia, ingeniero.

First Activity For Skill B

The teacher will dictate words that contain "y" for some of the children to write on the board. Misspellings will be corrected and the rest of the children will write the words on small cards and illustrate them. For example:

yema, yautía, yacimiento, ayer, arroyo, yola, yugo, ayuda.

The same will be done with words that contain "i" such as individuo, impaciente, invierno, diversion.

Second Activity For Skill B

Using the pictures and words from the preceding exercise the children will complete sentences on a duplicated sheet. For example:

"El huevo tiene una clara y una ____________."

"El día anterior a hoy fué __________."

"La vaca come ___________ y produce leche."

"El sastre mide con la ____________."

"Jacinto esperó a Maribel y se puso __________."

"Después del otoño viene el ___________."

SKILL C: Is Able To Discriminate, Distinguish, And Spell Correctly "Inversions."

VOCABULARY: Discriminate, distinguish, spell, inversions, meanings, al, la, puede, quede, sol, los, bebe, debe, alma, mala.

First Activity For Skill C

This activity should give the children a chance to practice those words that confuse them because they are "inversions" (they can be written two ways and have different meanings). The teacher will provide a duplicated sheet with sentences and each sentence will have a blank space. Every two sentences there will be two "inversion" words such as "el" and "le" and the children will have to choose the right one to complete the meaning of the sentence. For example:

el	Mami _________ dió dinero al carnicero.
le	Emilio es ______dueño de la panadería.
al	Esta es ______escuelita del barrio.
la	Traen _____ paciente del hospital a su casa.
sal	Son _____ diez de la mañana.
las	El supermercado no tenía _____para venderme.

SKILL D: Is Able To Discriminate The Difference Between The "r" and "rr" At The Beginning, Middle And End of Words.

VOCABULARY: Bombero, carnicero, cartero, restaurante, barrio, taller, correo.

First Activity For Skill D

This game is similar to "Bingo." The teacher will prepare a series of little cards. Each card will have a word that contains either an "r" or "rr" at the beginning, middle or end of the word. Every child will get a set of cards, and two boards (one red, one blue) divided into squares the size of the little cards. The teacher will then say a word that contains either "r" or "rr" but is not in the children's set of cards. The children will then find a card with the same letter in their set. If the word the teacher says contains "r" they will place the card on the red board and if the word contains "rr" they will put a word-card on the blue board. For example:

> The teacher says "escritorio" and the children place the word "escribe" on the red board. Or the teacher says "torre" and the children place the word "barre" on the blue board.

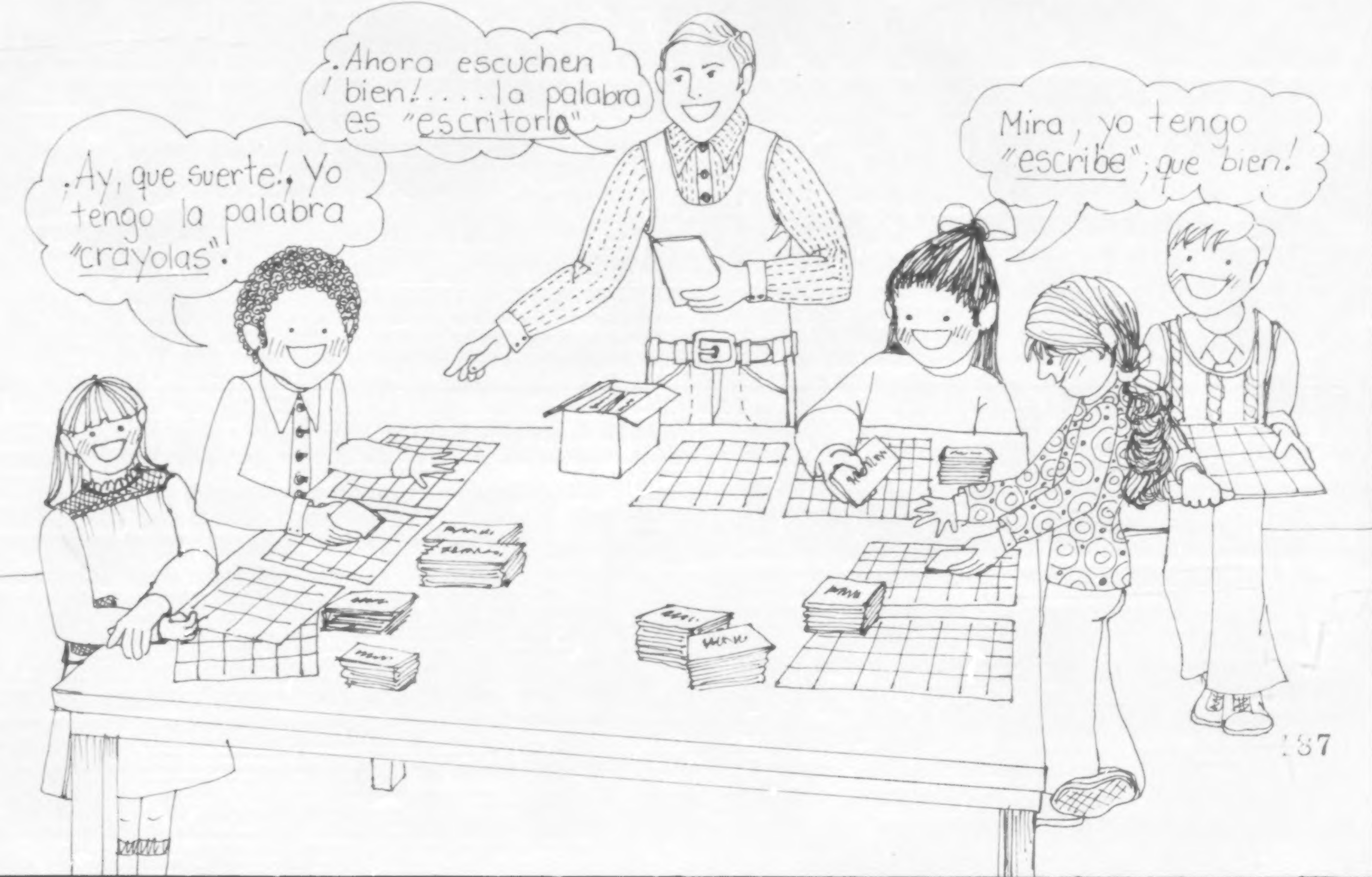
The child who completes both boards correctly gets a chance to call out new words in the game.

Second Activity For Skill D

The children will use the set of cards to write sentences containing words with "r" and "rr" which describe a walk through the community. For example:

> "Nosotros caminamos por la calle del Correo y vimos a un hombre barriendo la nieve de la torre de la Iglesia. También encontramos al dueño del restaurante arreglandose un traje en el taller del sastre. Un perro corría en la poquita yerba del parque y otro perro saltaba como un potrito en la nieve. Tres niños jugaban cerca del arroyo arrojando bolas de nieve a nosotros."

First Activity For Skill D: "Word Bingo"


¡Ahora escuchen bien!.... la palabra es "escritorio"
¡Ay, que suerte!, Yo tengo la palabra "crayolas".
Mira, yo tengo "escribe"; ¡que bien!

SKILL E: Is Able To Recognize, Distinguish, And Spell Correctly Words Containing The Letter "ch" At The Beginning, Middle Or End Of The Word.

VOCABULARY: Chiqui, chinela, china, chapa, lechura, rancho, gancho.

First Activity For Skill E

The children will try to recognize from a list of words those that contain the letter "ch" in different positions. The teacher will say the sound and the children will underline with a red crayon the words that contain "ch" at the beginning. For example:

chiqui
chinela
china
chapa

Then with a blue crayon they will underline the words that contain "ch" in the middle of the word, such as pichón, lechera, anchura, and hinchado. And then, with a purple crayon, the words that contain "ch" at the end of the word, such as gancho, rancho, pichi, ancho.

Second Activity For Skill E	The teacher will prepare duplicated sheets with sentences. Each sentence will have a blank space where a word has been left out. Under each sentence will be a column of four words, each separated into syllables, eg: chi-na, and in each word the syllable containing "ch" will have the "ch" missing, eg: _ _ i-na. The children will complete the missing syllable with a "ch" and then select the word that completes the context of the sentence. For example:

La __________ es una fruta.

le_ _e-ra

_ _i-ne-la

gan-_ _o

co-_ _e

SKILL F: Is Able To Distinguish And Spell Correctly Words Containing The Consonant Groups And Letters "ce," "ci," "z," "ll," "y," and "h."

VOCABULARY: Ciudadano, hombres, policía, almacenero, ayudantes.

First Activity For Skill F

In this exercise the children will first classify words that describe different topics pertaining to the community and then they will circle in each word the letters and consonant groups mentioned above. For example:

"Escribe las palabras que dicen quienes son las personas que trabajar en la comunidad."

hombres
almacenero
ciudadano
montañas
ayudantes

amarillo
cigarra
deshollinador
policía

The same will be done for words that describe the colors we see in the community and the names of the streets.

SKILL G: Is Able To Distinguish And Spell Correctly Words Containing The Letters "s," "z," and "c."

VOCABULARY: Edificio, casino, plaza, vecindad.

First Activity For Skill G

The teacher will make duplicated sheets with list of words. Each word will have a blank space where the letters "s," "z" or "c" are supposed to be. The teacher will write the same list on the board. Together, the teacher and children will sound out each word and try to discriminate with which letter the word is spelled. For example:

_illa
_ebra
_asa
ma_a
ca_a
ca_ino

hacendo_a
male_a
_umbador
poli_ia
e_pa_io
edifi_io

SKILL H: Is Able To Distinguish And Spell Correctly Words Containing "b" and "v."

VOCABULARY: Bombero, bailarín, banquero, vendedor, vecino, veterinario.

First Activity For Skill H

The teacher will dictate a series of words for the children to repeat aloud and write. Emphasis will be put on the position of the lips when pronouncing "b" (lips together) and "v" (lower lip tucked under upper lip).

bombero
bahía
bailadero
bailarín
balneario
bilingue
billete
billar
bisiesto

bienhechor
blanqueador
blando
banquero
blindado
bloquear
bocacalle
bocina
brote

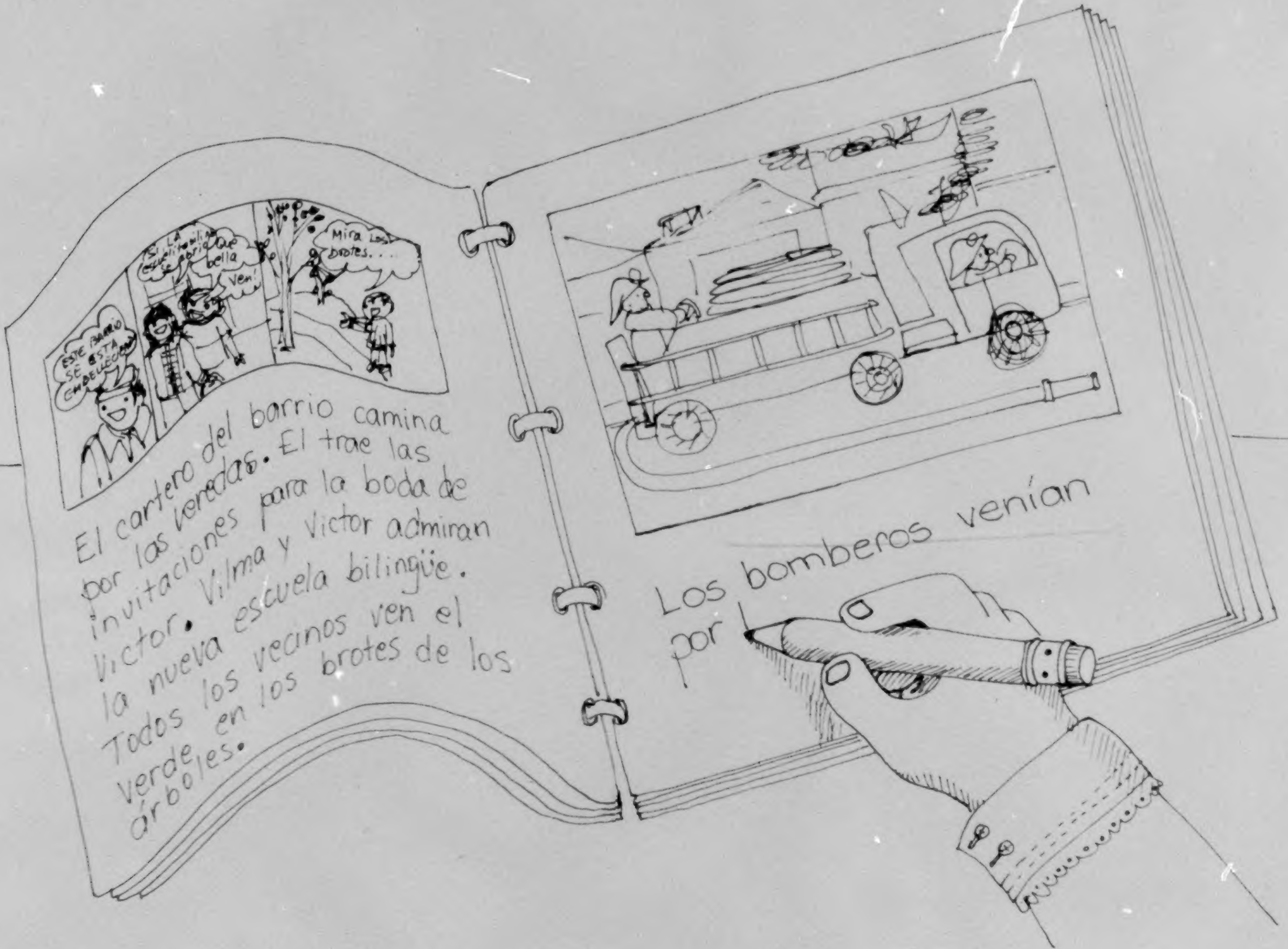
bandera
bondadoso
bautizar
batero
baulero
bebedero
Belén
bello
beneficencia

bendito
benigno
bazar
biblioteca
bibliotecario
boda
bodegon
boneteria
boquiabierto

boquifresco
boquifruncido
bordadora
borinqueño
botinería
botonero
budismo-budista
vendedor
verdulero
vacante
vacío
vacuna
vagabundo
vajilla
valiente
valioso
valla
vapor
vasijas
vasos
vecino
vecindario
veinte
veintiuno
veintidos
vejez
velas
velatorio
velocidad
venta
ventana
ver
verano
verdadero
verde
verduras
vereda
veterinario
viaje
viajero
vidrio
viernes
villa
vino
viento
violeta
visita
víspera
vista
vivir
volar
voluntario
volver
vulgar

Second Activity For Skill N:	The children will make small booklets with illustrations or cartoon strips portraying common happenings in the community's daily life. They will write short sentences explaining the pictures utilizing words that contain "b" and "v".

Second Activity For Skill II:


ESTE BARRIO SE ESTA EMBELLECIENDO
Si LA
bella
Ven!
Mira los brotes....

El cartero del barrio camina por las veredas. El trae las invitaciones para la boda de Victor. Vilma y Victor admiran la nueva escuela bilingüe. Todos los vecinos ven el verde en los brotes de los árboles.

Los bomberos venían por

SKILL I: Is Able To Identify And Distinguish The Meaning Of Homonyms.

VOCABULARY: Homonym, "coser," "cocer," "risa," "riza."

First Activity For Skill I

The children will play a "Game of Homonyms" (words that sound the same but have different meanings and are spelled differently), such as "coser" and "cocer." The teacher will prepare sets of cards for each child. On these cards the teacher will print homonyms. Each child will get a random selection of cards. For example: cocer, pata, risa, pico, and río; and coser, pata, riza, and mata. The teacher will write sentences on the board omitting the homonyms in each sentence. At the beginning the teacher will write next to each sentence the different forms of homonyms. The teacher will read the sentence. The child who has the card with the correct homonym that fits in the context of the sentence will get up, go to the board, read the sentence, erase the homonym that doesn't belong, and write the correct one from his card. For example:

La sopa se debe ______ en el fuego por 20 minutos. (COCER)
(COSER)

Second Activity For Skill I

The same activity as above but with duplicated sheets for the child to practice independently the formation of sentences and the use of homonyms within the proper context. For example:

risa riza	Elena se ______ el cabello después de lavarlo.
risa riza	La _____ de Elena es fuerte y cantarina.

Third Activity For Skill I

In this activity the children will distinguish words which are spelled identically but have different meanings, and recognize them in relation to their illustration and place in the context of a sentence. The teacher will make duplicated sheets with pictures on the left side, sentences in the middle, and a blank space on the right. Each picture will illustrate only one of the sentences. The child will draw a line from the picture on the left to the sentence that describes the picture. Then the child will complete the other sentence and illustrate it in the blank space. The words could be written on the board to aid the children in locating the proper one. The words could be: pata-pata; pico-pico; mata-mata; río-río; pasa-pasa; llama-llama.

SKILL J: Is Able To Identify, Distinguish And Use Adjectives.

VOCABULARY: Iglesia, calle, hospital, municipio.

First Activity For Skill J

The teacher will prepare two sets of cards. One set will have nouns written on them and the other set will be composed of adjectives. Each set should contain at least 20 cards, with the adjective set being larger to aid in the development of a richer vocabulary. The children will select one card with a noun and then select one or maybe several cards with appropriate adjectives to describe that noun. With all his cards the child will make a sentence. The children should be encouraged to make as many sentences as they can to describe the community in which they live. For example, some of the nouns might be:

iglesia
calle
escuela
barrio
hospital
municipio

Some of the adjectives used might be:

- linda
- serio
- hermosa
- alumbrada
- desierta
- sucia
- bondadosa
- deprimida
- interesante
- bullicioso
- ventosa
- extraño
- dañino
- fuerte
- cuidadosa
- caluroso
- maravilloso
- bueno
- fino
- alegre
- pálido
- callada
- largo
- ancho
- profundo
- excellente

And the sentences could be formed to read like this:

La iglesia es un sitio serio y maravilloso.

El hospital es un edificio interesante.

Mi barrio es bullicioso y caluroso en el verano.

Second Activity For Skill J

The children will play the "Adjectives Lotto Game." The teacher will prepare a series of little cards with nouns printed on them:

iglesia policía maestra calle

She will also make lotto boards containing adjectives. Each player will get three boards. One child will be the leader and call out one noun at a time. The player who has the adjective (or adjectives) that describe that noun on his board can cover them with a chip or bean. The player who completes the three boards first becomes the leader and the boards are then shuffled around. It is possible to dispute the use of certain adjectives, in which case it will be left to the children to decide if they can justify their use. For example, some children might say that a church can be *serious* or *painted* or *hot*, instead of *peaceful*, and others might say that a policeman is *young* and *beautiful* instead of *helpful* and *kind*.

The teacher will act as mediator.

SKILL A: Is Able To Recognize, Identify And Use Verb Tenses.

VOCABULARY: Verb, tense, past, present, future, travel, fly, pedal, run, drive, navigate.

First Activity For Skill A

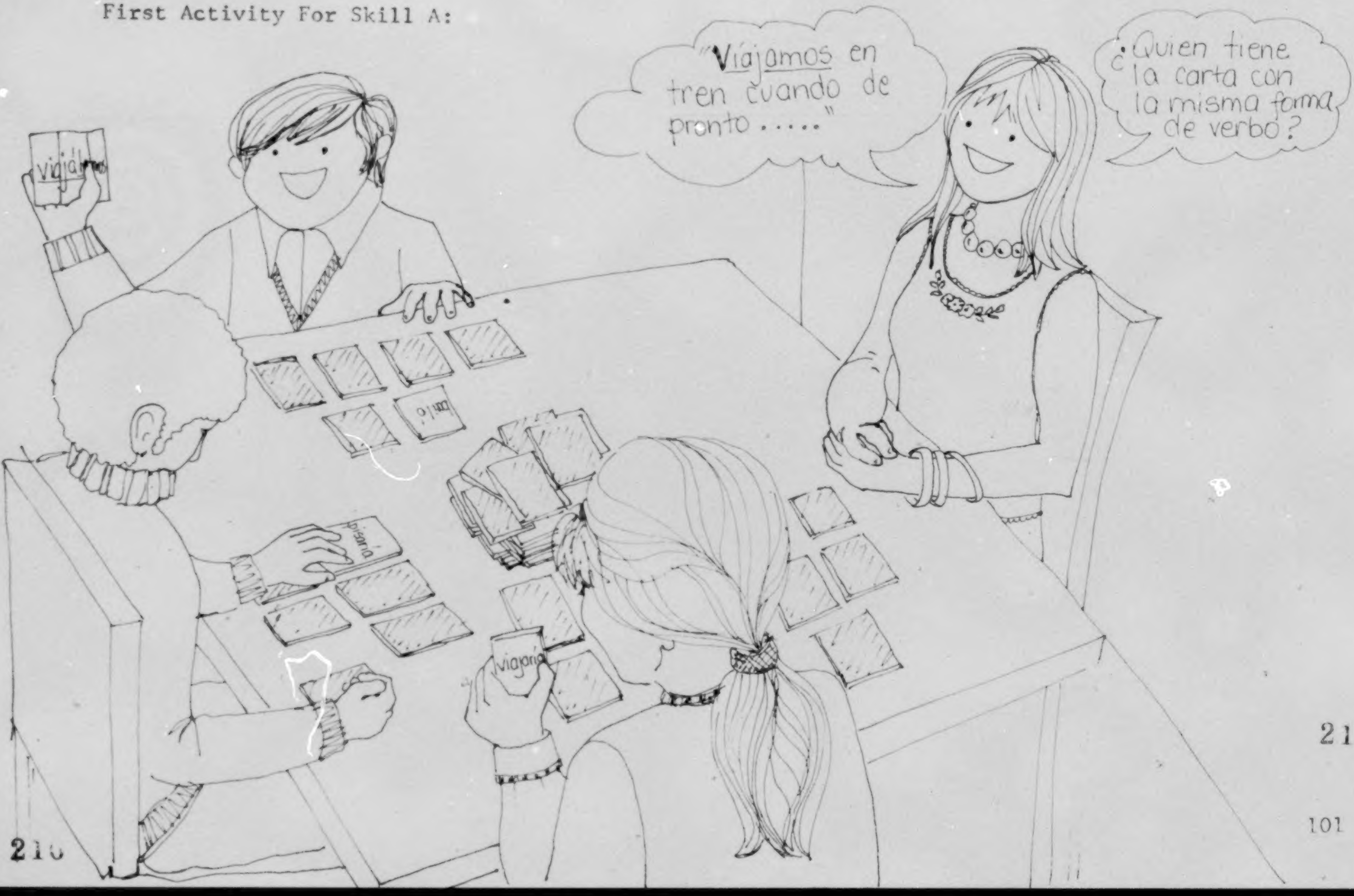
The teacher will prepare sets of cards with the different tenses of a verb conjugated on them, such as, "viajo," "viajaba," "viajó," "viajábamos," "viajaría," etc. The cards will be shuffled and dealt out to the children. Each child will get the same amount of cards (5 or 6). The remaining cards will be placed, face down, in the center of the table. The teacher will say a sentence containing one form of a verb. The child who has a card with that form of a verb will say it aloud. place his card face up on the table, and take a new card from the pile in the center. The first player to get all his cards down wins the game.

Second
Activity
For
Skill A

The teacher will write on cards **verbs** that indicate actions, such as: pedalear, saltar, correr, trotar, empujar, volar, pasear, salir, volver, manejar, transportar, caminar, navegar, viajar. Then the teacher will write on paper strips or on the board sentences with the verb omitted. The children will take turns reading the sentences and looking for the card with a verb in the proper tense to fit in the context of the sentence. For example:

El avión nos ayuda a ____________ más rápido.
El niño ________ fuerte en su bicicleta.
El caballo ________ por los montes y llanos.
El cartero de mi barrio ________ muchas cuadras por día.
Camiones ________ comida de un estado a otro.
Los caballos ________ los carros hasta el mercado.
El tren ________ a las 8:00 de la mañana y ______ a las 12:00 del mediodía.
Grandes barcos no ________ por los ríos, ellos ________ por el océano.
Para __________ un carro se necesita una licencia.

First Activity For Skill A:


"Viájamos en tren cuando de pronto ....."
¿Quien tiene la carta con la misma forma de verbo?
viajamos
bailó
pisaría
viajaría

SKILL B: Is Able To Recognize And Identify That Part Of A Word Which Is A Prefix Or A Suffix.

VOCABULARY: Prefix, suffix, useful, speed, load, unload.

First Activity For Skill B

The teacher will prepare duplicated sheets for practice in the use of structural keys and the recognition of new words and their meanings. The duplicated sheets will have columns of words listed down the left side, and on the right side will be the same words with blank lines either in front (for prefixes) or at the end (suffixes) of the root. For example:

útil	___útil
veloz	veloz_ _ _ _ _

At the bottom of the page there will be a list of prefixes and suffixes for the children to choose from:

Prefijos	Sufijos
in	mente
des	ero
re	ado
en	ido

Second Activity For Skill B

The children will use the words they formed in the previous exercise by adding prefixes or suffixes to complete sentences on another duplicated sheet prepared by the teacher. For example:

La guagua se mueve lentamente en el tráfico de la ciudad.

Pedro corrió velozmente y ganó la carrera.

El avión estaba incompleto en su último vuelo a San Juan.

El carro de Yiyi estaba deslucido después de andar en los caminos de tierra.

El maestro me dijo que este modelo de tren es verdadero y no una copia.

Third Activity For Skill B

The teacher will make sets of cards for two groups of players. Each group will get two boxes, one with words and the other with prefixes and suffixes. The first group that is able to form all new words by matching prefixes and suffixes to all the words in the box wins the game. For example, the words could be:

carga
arregla
entrega
ensucia
enreda
enfria

reparto
conoce
coge
baja
corre
mueve

And when completed, they could read:

descargar
desarreglar
ensuciado

desreparto
reconocer
descorre or recorre etc.

SKILL C: Is Able To Identify Diphthongs And Triphthongs.

VOCABULARY: Bridge, water, air, fire, walk, sled, automobile, trip.

First Activity For Skill C

The teacher will prepare paper strips with words that contain diphthongs. These diphthongs will be missing from the words. The children will write in the correct diphthong, and then make sentences using the completed words. For example, some words might be:

f_ _go
c_ _n
ag_ _
p_ _nte
s_ _te
_ _do
s_ _la
n_ _ve
c_ _lo

and the sentences could be:

Los helicópteros vuelan en el ________.
Antes que el cohete despege larga ________ de abajo.
Los ________ son necesarios para cruzar los ríos.
Si caminas mucho se gastarán las ________ de tus zapatos.

En el estacionamiento del aeropuerto hay más de _______ carros.
El aliscafo es un barco que navega sobre aire sin tocar el _____.
Los eskimales usan trineos tirados por perros para andar en la ____________.

Second Activity For Skill C

The teacher will prepare a duplicated sheet with several columns of words. In each column the words will contain the same diphthong:

io	oi	ue
columpio	heroico	nueve
patio	oigo	remueve
indio	oido	fueron
ia	ai	ie
tía	aire	cielo
viaje	baile	hielo
anuncia	taino	diente
ua	au	ui
guajana	jaula	ruido
agua	automovil	chui
guante	maullar	cuidado

The teacher will call out a diphthong, such as "oi." The children will locate the sound in the columns of words and underline the diphthong in each word. Then the children will complete sentences on another duplicated sheet, using the words from the exercise:

Los _______ nativos de Puerto Rico se llamaban _________.
Al carro también se lo llama ___________.
¿Ves el número __________?
San Juan es una gran _________ llena de muchos ________.
Algunos camiones de circo tienen grandes _______ para transportar animales feroces.

Third Activity For Skill C

The teacher will repeat the exercises above, using triphthongs. Also, the teacher can prepare little cards with letters printed on them. The teacher will write riddles on the board about animals that live in Connecticut. The children will then guess the sound that these animals make ("sonidos onomatopeyicos). Then they will form those sounds with the little cards. (Most of the sounds contain diphthongs; some use triphthongs.) For example, the riddle could be:

Mi duena
me lleva
en su carro
al veterinario.
No estoy contento
y como soy un perro
digo g-u-a-u, g-u-a-u.

SKILL D: Is Able To Recognize, Associate And Use Antonyms.

VOCABULARY: Antonym, opposite, slow, fast, old, new, together, separately.

First Activity For Skill D

Each child will write a list of words on a strip of paper and pass it to another child in the group. The child who receives the strip of paper will write the antonym to each word and then pass it to a third child, who will write a sentence using both the word and its antonym. For example, the first child could write the words: "ligero," "viejo," "linda," and "juntos." Then, the second child will write the antonyms to these words:

ligero despacio
linda fea
viejo nuevo
juntos separados

and the third child will use all the words in sentences:

Los carros andan ligero en la carretera y despacio en la ciudad.
El tren viejo se paró para dejar paso al tren nuevo.
Mami, quiero una bicicleta linda y no fea como la de Ramon.
Mami, papi y yo viajaremos a San Juan separados y volveremos juntos después de las fiestas.

SKILL E: Is Able To Associate Written Words With Concepts Through The Identification Of Details Related To These Concepts.

VOCABULARY: Order, jumbled, rockets, lift-off.

First Activity For Skill E

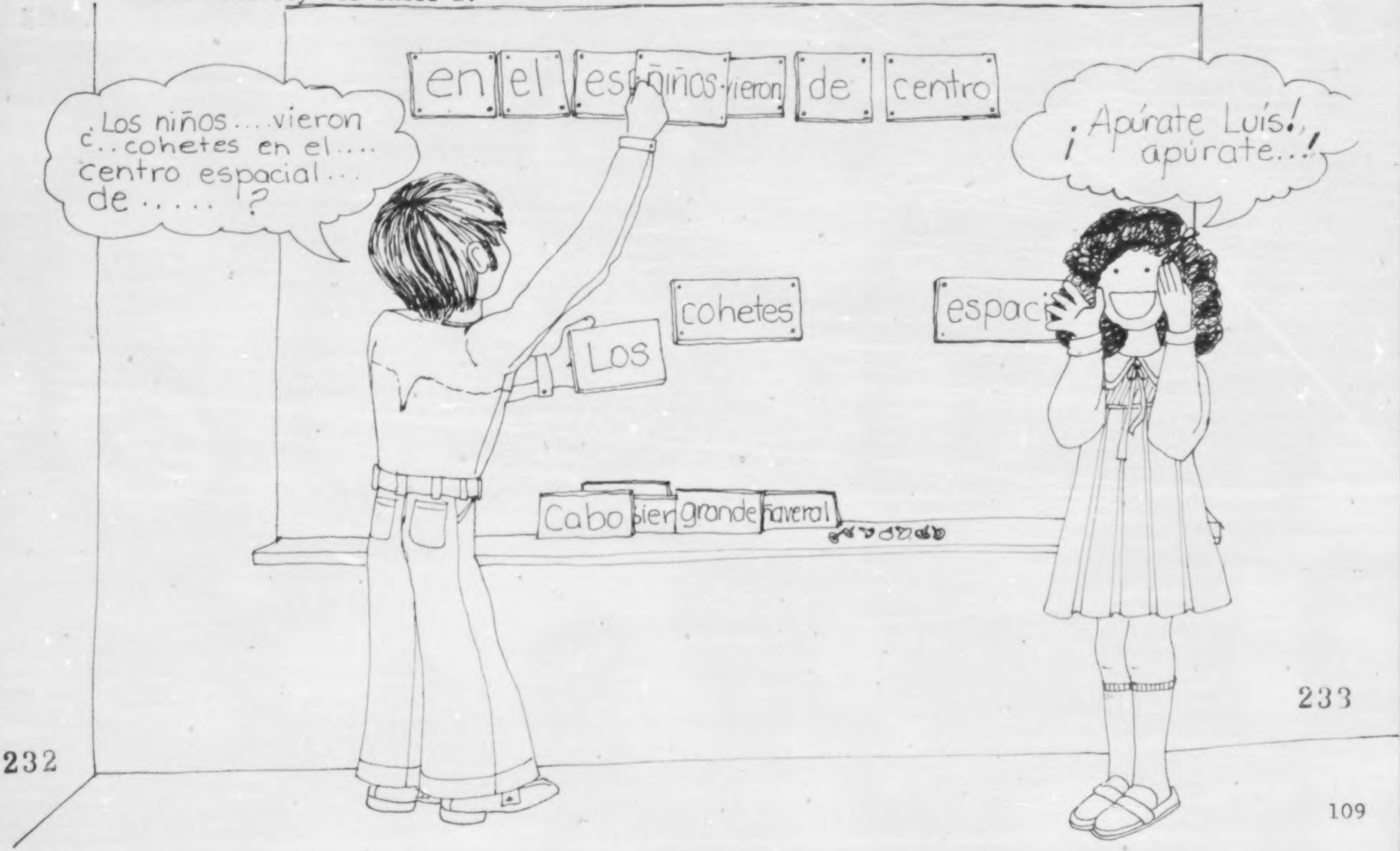
The teacher will write jumbled sentences on the board. For example:

"en el espacial niños Los centro vieron de cohetes Cabo Cañaveral."

Then the children will race to see who can re-write the sentence correctly in the shortest period of time:

"Los niños vieron cohetes en el centro espacial de Cabo Cañaveral."

First Activity For Skill E:


en
el
es
niños
vieron
de
centro
¿Los niños .... vieron ... cohetes en el .... centro espacial ... de ..... ?
¡Apúrate Luis!, ¡apúrate...!
cohetes
espaci
Los
Cabo
sier
grande
ñaveral

SKILL F: Is Able To Identify And Reconstruct A Sequence Of Events.

VOCABULARY: Sequence, order, steps, stages, itinerary.

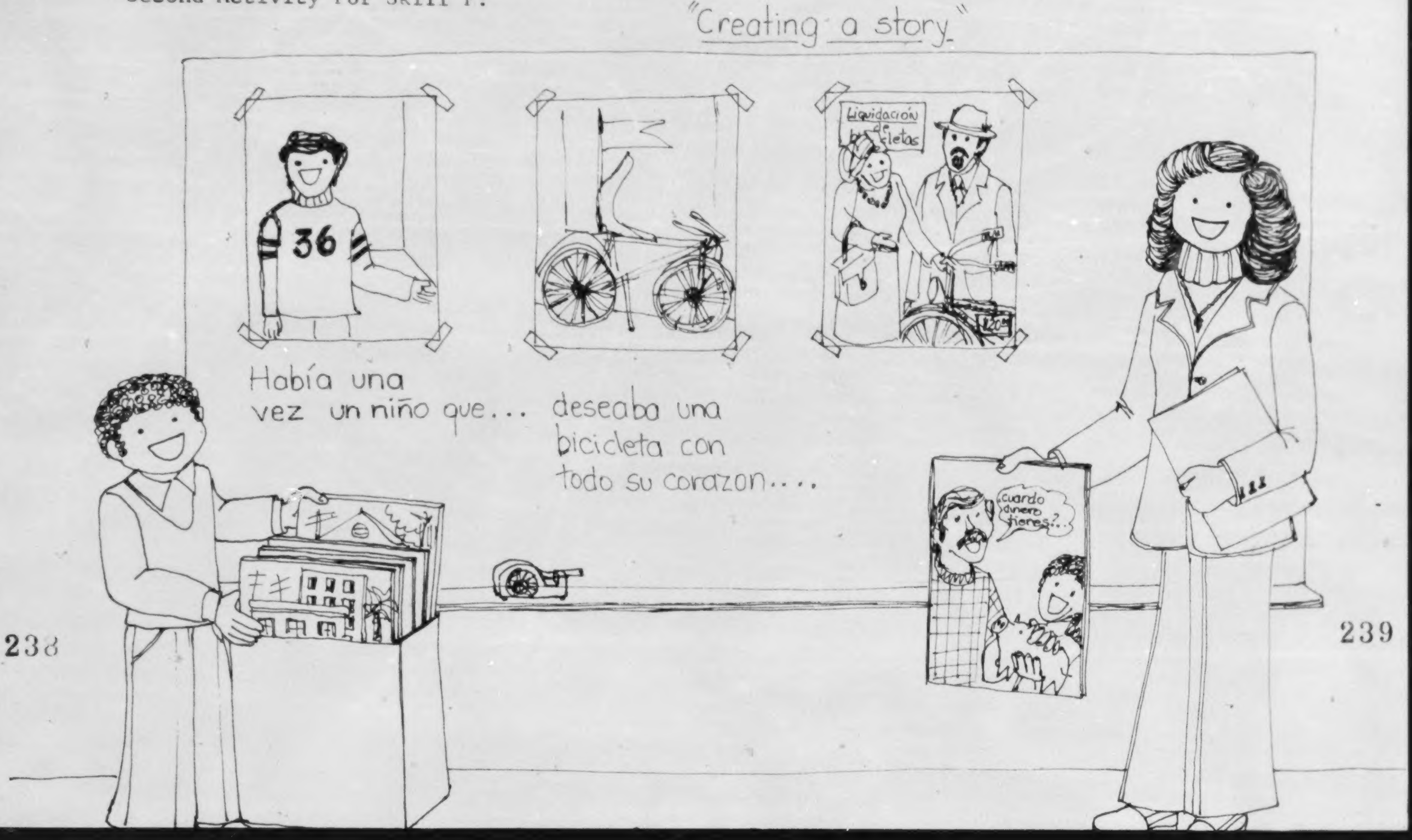
First Activity For Skill F

The teacher will prepare very short stories of 4 or 5 sentences that demonstrate a sequence of events. The teacher will print each sentence of the story on a paper strip. Then she will mix up the strips. The children will organize the sentences according to the appropriate sequence of events. For example:

Ella se fué corriendo muy ligero.
La niña estaba caminando por el bosque.
La niña escuchó la voz de su mamá llamandola.
Llegó a la casa enseguidita.

Second Activity For Skill F	The teacher will illustrate a story in sequences, on four or five big pieces of oak-tag. The pictures will be all mixed up. One child will look carefully through all the pictures, select the one he thinks starts the story, and put it up on the board. Then he will write a sentence to begin the story, such as, "Habia una vez ..." Next, a second child will get up, go to the pictures, select the picture he thinks comes second in the story, put it up next to the other one, and write a second part to the story, for example, "ese nino tiene una..." Since the children do not know the story beforehand, the possibilities are numerous. If one of the children decides that the order is incorrect, the whole class can discuss the changes. When all the pictures are up the teacher will then read her version of the story to the children. The whole class will then decide which version they like the best and they will write it up and illustrate it on their own papers.
Third Activity For Skill F	The children will write their own very short stories (four or five lines) both on oak-tag and on a piece of paper. The stories on oak-tag will be cut up into words and put into shoe boxes (one for each story); the children will keep their papers. Then the boxes will be passed around and the rest of the children will try to put the stories together again. When a child is finished, he will call the one who wrote the story and they will both read it, making any necessary corrections. In the future, the children can make up new stories by using these words in a different context.

Second Activity For Skill F:


"Creating a story"
36
Liquidación de bicicletas
$20
Había una vez un niño que...
deseaba una bicicleta con todo su corazon....
¿cuando dinero tienes?...

SKILL G: Is Able To Perceive The Author's Message In A Book Selection.

VOCABULARY: Narration, message, author, detail, clue, hint.

First Activity For Skill G

In this activity the children will look for the interesting parts of a story. The teacher will narrate a story in her own words. This story should come from a book the children have not yet read. Each child will have the book closed while the narration goes on. All of a sudden, the teacher will stop the narration and ask a question about an interesting detail in the following sentences in the narration. The children will open their books and look for those sentences until they find the answer. When they find it, they will listen to the teacher read again until she stops and asks them another question. Once the children have had plenty of practice, they will take turns narrating and questioning the rest of the class.

Second Activity For Skill G

The teacher will prepare a duplicated sheet with a long story written on it. The children will not read the story prior to the beginning of the game. The teacher will ask a question which has an answer in the story. At a given signal the children will look through the story for the answer. The first one to find the answer stands up and reads it to the rest of the class.

Third Activity For Skill G

This activity is to develop a better vocabulary and understand the power words have to express feelings. The teacher will prepare a duplicated sheet which will be divided into four sections. On each section there will be a question. For example:

> Busca con cuidado las palabras que escribirás aquí:
> ¿Que palabras despiertan alegría?
>
> ____
>
> ____
>
> ____

The sections will be labeled "Happiness," "Fear," "Sadness," and "Laughter." The children will then look into books and magazines to find the words they can write under that label. For example:

> ¿Que palabras despiertan temor?
> temblor, golpe, caerse, perderse,
> animales feroces, velocidad,
> oscuridad ...

Then the children will find paragraphs in books that can answer the questions "¿Que frases despiertan tristeza?" o risa? and they will copy them under the questions.

SKILL A: Is Able To Write Letters Of Invitation, Greetings Or Information To Friends And Relatives.

VOCABULARY: Letter, friend, pen-pal, relative, stamp, envelope, address, return address, date, Puerto Rico, U.S.A., San Juan, New Haven, New York, zip code, greetings, invitation, information, salutation.

First Activity For Skill A	The children will first learn to read a letter to understand the main idea and learn to recognize its parts, punctuation and use of capital letters. The teacher will write a sample letter on the board. It could be a letter to another teacher in Puerto Rico. The teacher will discuss the different forms of starting and ending a letter according to the relationship between sender and receiver. The possibilities that being able to write a letter will open up to the children should also be discussed. For example, exchanging greetings on special occasions, having a pen-pal, requesting catalogs, autographs, or photographs from a favorite celebrity, etc.
Second Activity For Skill A	The children will write an original letter utilizing the standard format in positioning its parts, correct punctuation and proper use of capitals. Emphasis will be on the parts of a letter. For example, the standard format for a letter is:

Lugar

Fecha

Saludo ,

Texto

Despedida,
Firma

Third
Activity
For
Skill A

The children will learn to address an envelope. The teacher will draw a large sample of an envelope on the board. The teacher will show the children how to make an envelope from scratch using a piece of paper and gluing the flaps in place. After the children learn how to fold and glue it together, they will copy the format of the sample envelope, using a name and address of their choice:

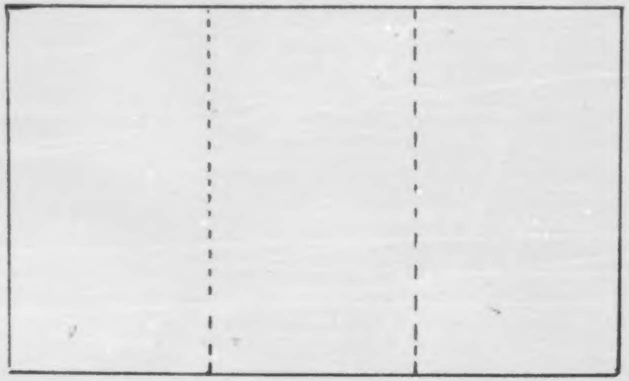
Tu nombre
Tu dirección
(Remitente)

Estampilla

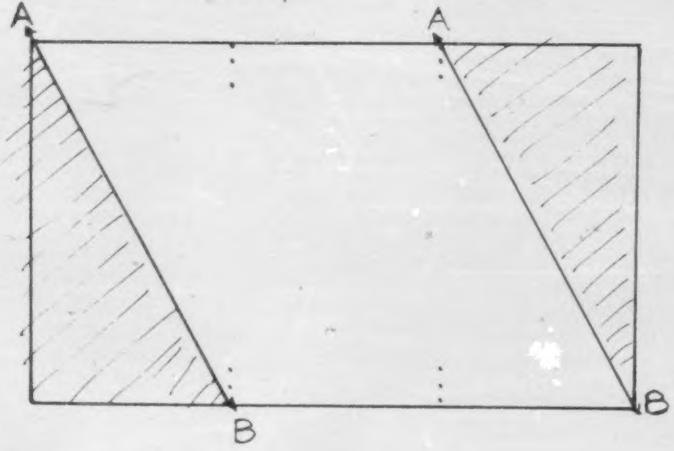
El nombre de la persona
La direccion completa
El país

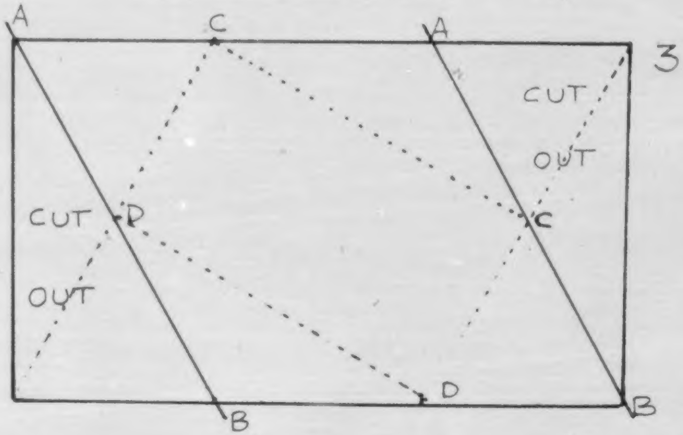
Third Activity For Skill A: " MAKING AN ENVELOPE"

1. Divide a rectangle in three parts.

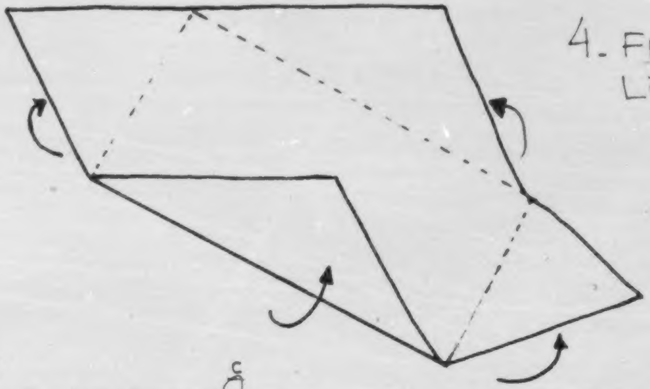


2. Draw lines from A to B.

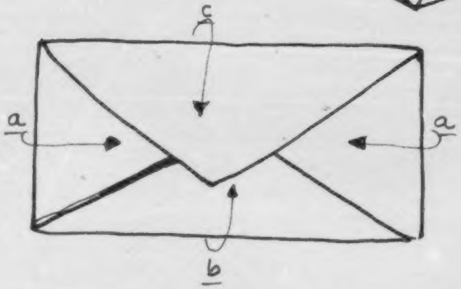



A
C
A
CUT
OUT
CUT
D
OUT
C
OUT
D
B
B

3. FOLD FROM C TO D, and FROM C TO C and D TO D.



4. FOLD ON DOTTED LINES.



5. CLOSE a First, THEN CLOSE OVER b and GLUE TO a FLAPS. WHEN LETTER IS INSIDE YOU CAN GLUE c OVER.

SKILL B: Is Able To Classify And Organize Information About Means Of Communication In The Present And The Past.

VOCABULARY: Letter, telephone, telegraph, messenger, newspaper, pony express, sign language, smoke signals, Spaniards, Pilgrims, summarize, classify, organize, means of communication, radio, television, telephone, morse code, flag, talk.

First Activity For Skill B

The teacher will prepare small strips of paper with sentences printed on them. These sentences will describe a particular aspect of a means of communication, for example, television's inventor's name, television's first program, how a t.v. set is made, cable t.v., etc. This will be done for all the most familiar means of communication for the children. The teacher will set up on a large table boxes labeled: "TELEFONO," "PERIÓDICO," "RADIO," etc. Each box will be further sub-divided and labeled as to, for example, "Historia de la Radio," "Uso de la Radio," etc. The children will read the strips of paper and decide how to classify them within their main subject area. These boxes can be used later as a resource for writing stories about means of communication, present and past.

Second Activity For Skill B

The teacher will paste pictures cut out of magazines on large pieces of oak-tag; these pictures should portray different means of communication in a variety of situations. For example:

A young woman talking on the phone in a kitchen.
A man waiting at the doctor's office, reading a magazine.
A picture of a radar tower at the airport.
The mailman delivering a letter.
Indians making smoke signals with their blankets.
A flagman on a ship.
A ground-traffic controller giving signals with a flashlight to an airplane trying to get into the hanger.

Then, the teacher will give one child a card with instructions to look for pictures that illustrate a specific means of communication:

"Busca la lámina que ilustra el teléfono."
"Encuentra las láminas que ilustran un radar."
"Encuentra las láminas que ilustran la imprenta."

The child will find the picture or pictures and go back to his seat and write a short story of what is going on in the picture. Later on, these stories could be grouped in a book under the label: "Historias de un teléfono," "Historias de una revista," etc.

Third Activity For Skill B

Each child will have small cards with sentences written on them. These sentences will be the answers to questions the teacher has printed on cards that she/he keeps. The answers could be:

"El telégrafo se utiliza para las comunicaciones transatlánticas."
or "Aprendemos como eran las civilizaciones primitivas por los jeroglíficos encontrados en las ruinas."

And the questions to go with these answers could be:

"¿Cómo se manda un telegrama a Europa?"
"¿Cómo se comunicaban las civilizaciones primitivas?"

The teacher will quickly flash a question card to the group. The child who has the answer will jump up and answer, "I have it! The answer is ..." Then the child will pass that answer to another child, get a new card, and the game continues. The teacher should have at least five different questions that could be answered with the same answer card the children have.

SKILL C: Is Able To Organize Words In Alphabetical Order.

VOCABULARY: Alphabetical order, alphabetize, telephone book, zip code.

First Activity For Skill C

The children will be given duplicated sheets with columns of words on them. The children will learn with the teacher's aid to place all those words in alphabetical order. The children will cut out the words and paste them under the proper letter. To help them understand how we alphabetize, the teacher should show the children how we place words by the first letter first, then the first and second, etc. (a, ab, abb, abc, ac, etc.)

SKILL D: Is Able To Locate Words In The Dictionary.

VOCABULARY: Dictionary, information, syllables, pronunciation, abbreviation, definition.

First Activity For Skill D	Each day, the teacher will give the children 15 minute's practice in word-location. Each child will have a dictionary. The teacher will have the words printed on single large cards. The teacher will then flash the word and the children will race to see who can locate it in the dictionary first.

SKILL E: Is Able To Memorize Whole Paragraphs Containing Familiar Words.

VOCABULARY: Memorize, repeat, relate, discuss, conversation, speak.

First Activity For Skill E

The class will be divided into two groups. One group will print a paragraph on a strip of paper. Then they will show it to the other group and quickly take it away. The second group will try to reprint it exactly the way it was written, from memory. Then, this group will do the same activity with group one.

Second Activity For Skill E

The teacher will say a sentence to the class. The children will have duplicated sheets with incomplete sentences written on them. One or two words will be missing. The children will try to complete the sentences from what they remember the teacher said.

SKILL F: Is Able To Identify Paragraphs, Sentences, And Words.

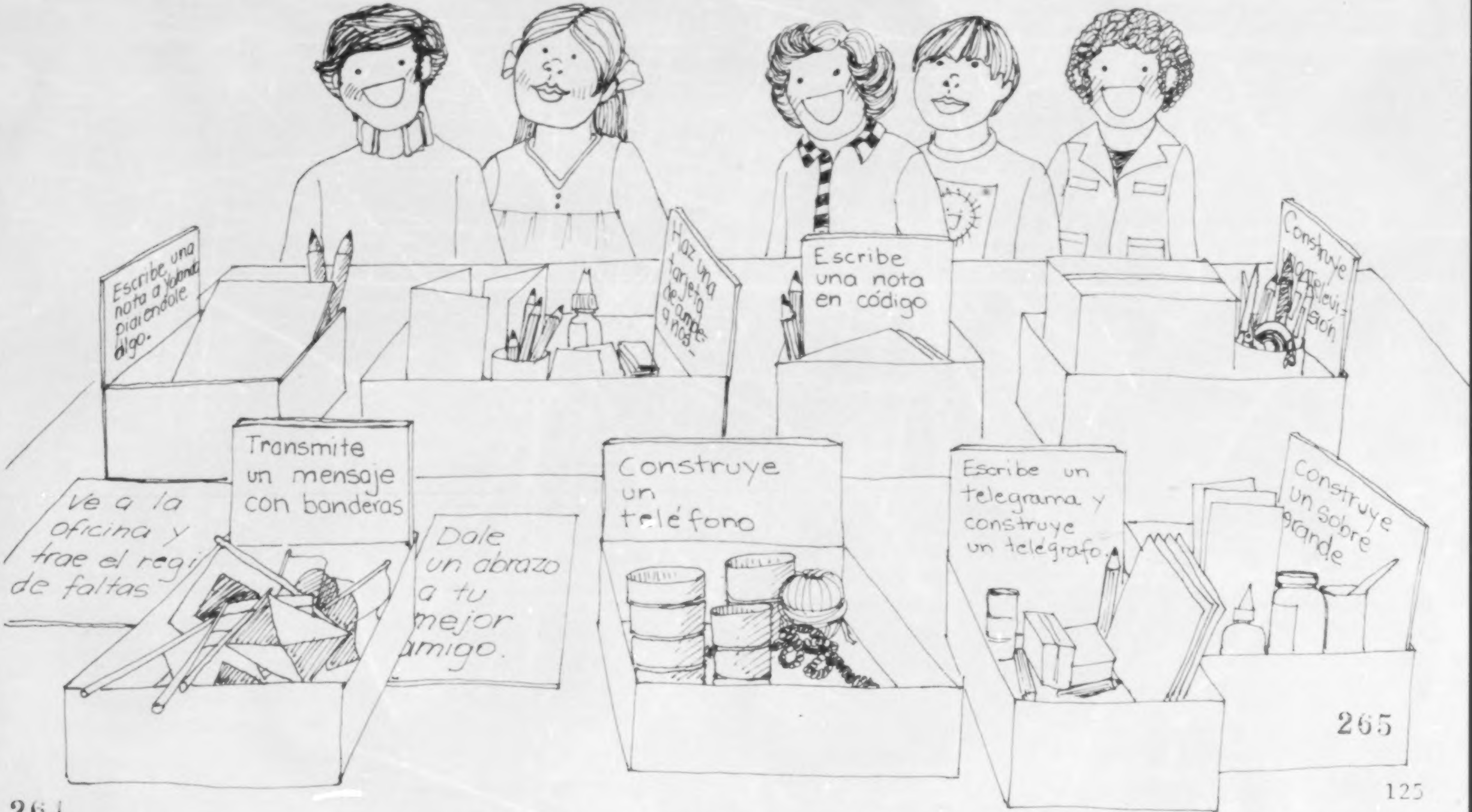
VOCABULARY: Notes, message, card, letter, code, telegram.

First Activity For Skill F

The teacher will give the children cards with specific instructions on them. For example, a set of cards could read:

1. Escribe una nota para Yolanda pidiendole algo.
2. Ve a la oficina y dile al principal que te de el registro de faltas.
3. Dale un abrazo a tu mejor amigo.
4. Escribe una nota en código.
5. Explicale a un amigo tu código.
6. Haz una tarjeta de cumpleaños.
7. Construye un teléfono.
8. Construye una television.
9. Transmite un mensaje con banderas.
10. Explica tu código a la clase.
11. Escribe una carta de saludo a un compañero como si fuera una persona mayor a quien respetas mucho.
12. Escribe un telegrama de emergencia.

First Activity For Skill F:


Escribe una nota a Yolanda pidiéndole algo.
Haz una tarjeta de cumpleaños.
Escribe una nota en código
Construye una televisión
Ve a la oficina y trae el regi de faltas
Transmite un mensaje con banderas
Dale un abrazo a tu mejor amigo.
Construye un teléfono
Escribe un telegrama y construye un telégrafo.
Construye un sobre grande

SKILL A: Is Able To Develop And Refine The Psycho-Motor Skills Necessary To The Process of Writing.	VOCABULARY: Tame, domestic, pet, wild, animal, farm, soft, beast, bird, swim, fly, tell, show, dog, cat, cow, pig, chicken, horse, elephant, burro, seal, kangaroo, panda bear, camel.

First Activity For Skill A

The children will keep diaries, in which they will write each day. They will write in their own words, without the teacher's corrections, about their feelings toward different animals. Emphasis will be mainly on neat hand-writing. The children will practice with pen-drawings to purify lines and copy printed words from books, magazines, and newspapers. The teacher can help them enrich their vocabulary by maintaining a file of word-cards for reference.

Second Activity For Skill A

The children will do a series of exercises every day to loosen up their fine muscles and get them ready for cursive writing. For example:

1. They will take a pen and hold it as if they were going to write. Putting an elbow on the table and without lifing it up, they will try to draw circles, squares, triangles, and vertical and horizontal lines of the same length and distance

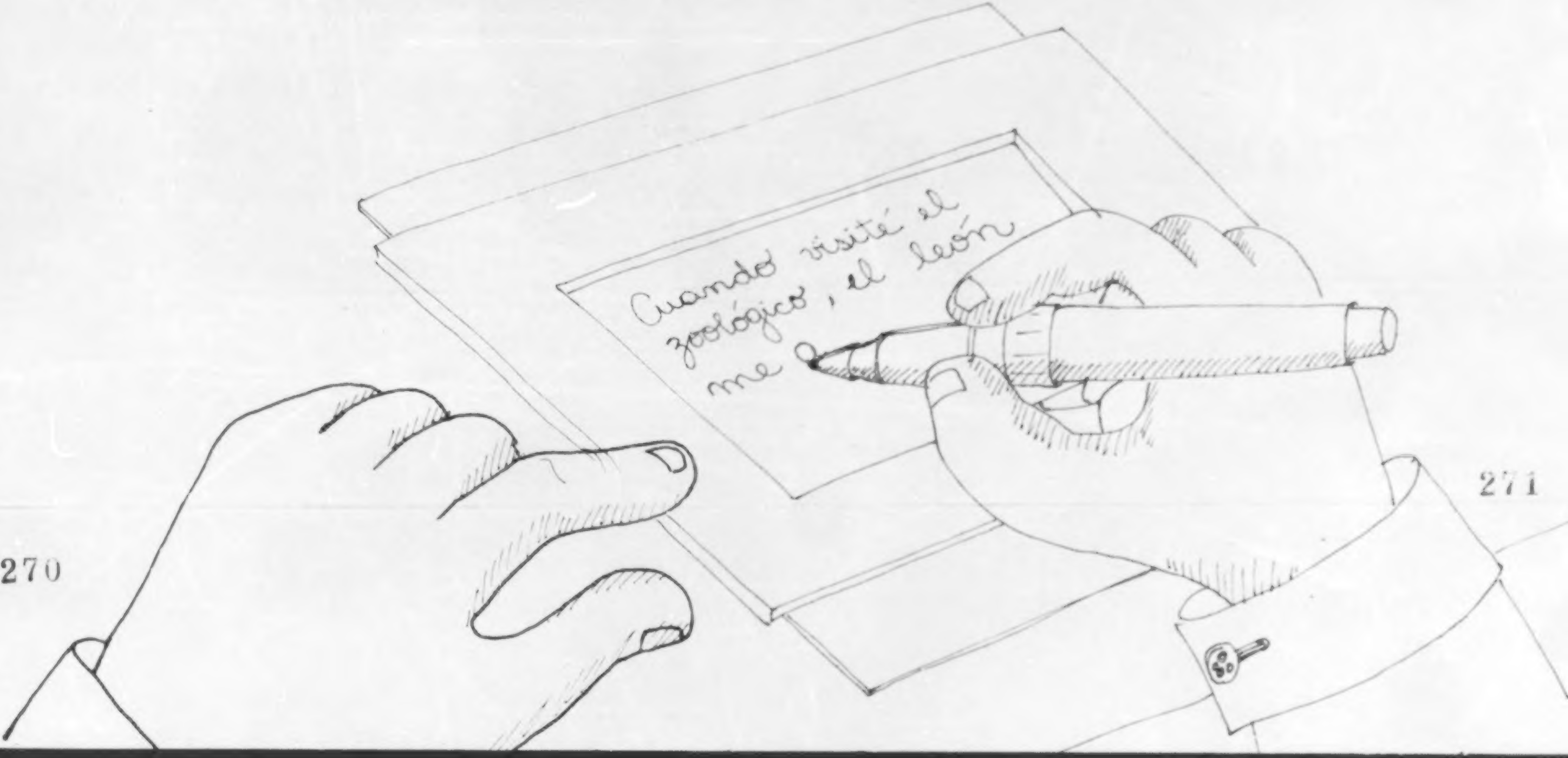
from one another, and covering the whole page. Then they will do the same exercise, trying to draw very tiny, almost impossible to see.

2. The teacher will cut a space in the center of a square piece of oak-tag; this space will be a rectangle 1 inch high and fifteen inches long. The children will try to write inside the rectangular space without touching the rectangle's sides.

3. The children will write big, big letters on large posters. Usually, control of large-size letters lends ease to writing them in a small size again, while giving the whole arm practice in the movements necessary to print a word.

Second Activity For Skill A:

#2: "Practicing cursive writing"


Cuando visité el
zoológico, el león
me

SKILL B: Is Able To Write A Short Story.

VOCABULARY: Soft, fierce, friendly, strange, dangerous, survive, tame, wild, swift, reptiles, mammals, vertibrate, invertibrate.

First Activity For Skill B	The children can write short stories about animals familiar to them. The teacher will introduce as many descriptive words and sentences as the children need to develop an individual approach to writing.

SKILL C: Is Able To Write Sentences.

VOCABULARY: Zebra, "coquí," tiger, "múcaro," racoon, skunk, moose, eagle, condor, llama, vicuna, camel, dromedary, crocodile, alligator, lion, koala bear, environment, adaptation.

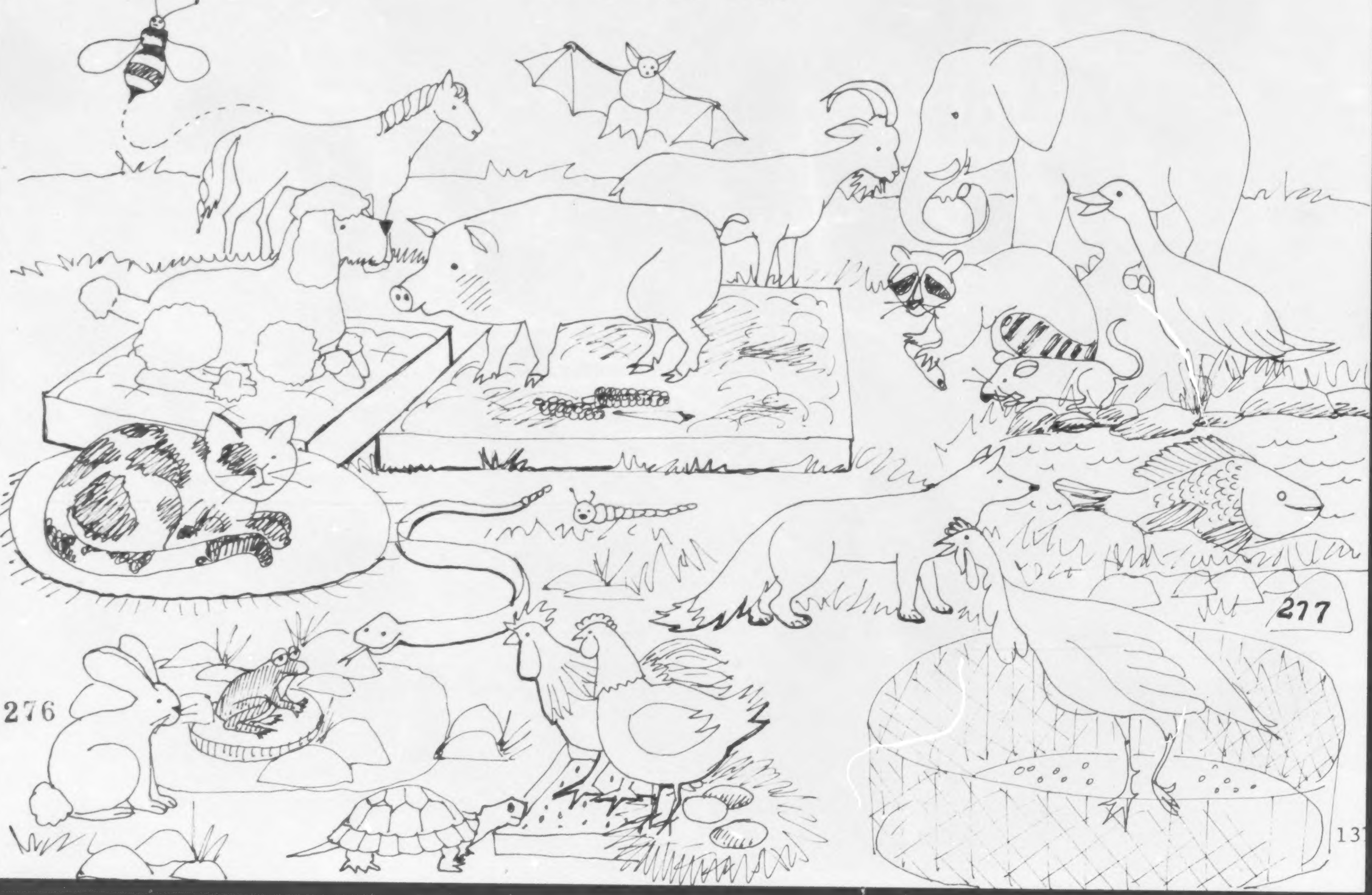
First Activity For Skill C

The children will write about animals of the world. They will match animals to specific countries and explain how they have adapted to their environments. For example:

"LA MARMOTA GRANDE DE AMERICA"
(The Woodchuck or Ground-Hog)

La marmota es uno de los pocos animales que se ha beneficiado del avance de la civilización en América del Norte.
Al desaparecer grandes areas de bosques,debido a la industria papelera y a la construcción,han dejado vastos campos que ayudaron a incrementar la alimentacion natural de la marmota como ser, alfalfa, habicuelas salvajes,frutos silvestres y yerbas.
La población de marmotas es tan numerosa que en ciertas areas se ha convertido en peste.
La Marmota es famosa porque por lo general termina su 'hibernacion' antes que finalice el invierno. Febrero 2 es llamado'El día de la Marmota'

First Activity For Skill C: "The animal world"



SKILL D: Is Able To Take Accurate Dictation Of Full Paragraphs.

VOCABULARY: Describe, feathers, fur, hair, eyes, legs, wings, tail, soft, strong, furry, black, white, brown, red, color, size, large, small, speed, fast, slow.

First Activity For Skill D

The teacher will dictate brief descriptions of various animals. The children will try to write down these dictations, keeping up a steady rhythm in their writing while paying attention to the grammar and punctuation. Some of the descriptions could be like the following:

La Anaconda es el reptil más grande del mundo. Mide mas de treinta pies de largo y pesa mas de ciento cincuenta libras. Su piel es vizcosa y fría. Los colores son amarillo,verde oscuro y negro. La anaconda vive en el agua y se mueve muy rápido, pero fuera del agua es lenta y torpe.

El Zorrino es un animal muy popular en muchas de las regiones del continente americano.Su piel es larga, suave y negra en el medio de su lomo tiene lineas de pelo blanco. Su cola es larga y cuando se asusta la levanta junto con sus patas traseras y despide una secreción con olor fuertisimo que por lo general espanta a cualquier adversario.

SKILL E: Is Able To Identify And Use Definite And Indefinite Articles In The Singular, Plural, Feminine, And Masculine.

VOCABULARY: El, la, los, las, un, unos, una, unas.

First Activity For Skill E

The teacher will prepare duplicated sheets with short stories about animals and their relationship to human beings. In the stories all the definite and indefinite articles will be missing and the children will write them into the blank spaces. For example:

" Cuando _____ turistas visitan _____ Parque Nacional en _____
Smoky Mountains,lo primero que quieren ver son _____ osos negros.
Pero _____ no se dan cuenta que _____ osos negros son animales salvajes.
_____ vez ____ mamá osa se paseaba con _____ ositos por ____
bosque cuando _____ señorita turista se les acercó para tomar
_________ fotografía. ______ osa pensando que _____ iba a
atacar a _____ ositos _____ atacó. _____ señorita salió corriendo
muy rápido y _____ policía montado __ rescató a tiempo."

SKILL F: Is Able To Describe In Short Sentences The Differences And Similarities Between Real-Life And Make-Believe Animals.

VOCABULARY: Pretend, imitate, role, part, play, character.

First Activity For Skill F

The children will participate in role-playing situations about animals. They will "become" those animals they identify with the most and try to recreate the way they live and act. After this, the children will write down how they felt "being" an animal, and try to compare it to what the real animal is like. They will try to explain what they did as human beings playing an "animal" that a real animal would not do, and why. Some of the sentences could be:

> "Cuando yo hice el papel de perro me sentí muy fuerte y bravo. Me hice el malo y quize morder a todos los niños
> Me gustaba estar con mi dueño y acariciarlo y abrazarlo,
> pero no me gustaba comer del piso,con la lengua.
> Yo se que no todos los perros son tan bravos como yo lo pinté y aunque les gusta mucho estar con sus dueños no
> los abrazan y besan todo el día, además ellos tienen que
> comer así porque no tienen manos para usar cubiertos."

First Activity For Skill F:

"ROLE PLAYING"